DOCUMENT RESUME

ED 419 581 PS 026 417

TITLE	Leading Head Start Into the Future. Training Guides for the Head Start Learning Community.
INSTITUTION	Aspen Systems Corp., Rockville, MD.
SPONS AGENCY	Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
ISBN	ISBN-0-16-042726-6
PUB DATE	1997-00-00
NOTE	128p.; For other Training Guides, see PS 026 418-420.
CONTRACT	105-94-1582
AVAILABLE FROM	U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	*Administration; Leaders; Leadership; Leadership Training; Learning Activities; Learning Modules; Parent Workshops; Personnel Management; Preschool Education; *Preschool Teachers; *Professional Development; Teacher Workshops
IDENTIFIERS	Learning Communities; *Project Head Start

ABSTRACT

A commitment to enhancing and developing leadership skills contributes to positioning Head Start as a central community institution for low-income children and their families. This guide, comprised of three training modules, is intended to help Head Start leaders refine and expand their skills and knowledge through a variety of training activities. Module 1, "Understanding Leadership," helps participants understand the meaning of effective Head Start leadership, allows them to explore how personal and organizational values are related to effective leadership, and introduces the MOVER model of the leadership behaviors of mentoring, engaging in outreach, committing to a shared vision, empowering others, and acting as a role model. Module 2, "Influencing Organizational Culture," focuses on techniques that extend leadership behaviors throughout the organization and demonstrates the impact of these behaviors on the organizational culture. Module 3, "Positioning Head Start for the Future," encourages participants to recognize the role that the program plays in the community, helps them to develop skills and behaviors for building or strengthening partnerships, and allows participants to enhance their abilities to envision the future and to communicate their visions within the context of the MOVER behaviors. Each module includes outcomes that are based on the guide outcomes, key concepts, and background information. The leadership journal and professional development plan are intended to help participants reflect on their experiences and develop leadership action plans. The final section of the guide is an annotated list of 50 print, organizational, and electronic resources. (Author/KB)

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HEAD START®

Training Guides for the Head Start Learning Community

Leading Head Start into the Future

PS 026417

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Administration for Children and Families
Administration on Children, Youth and Families
Head Start Bureau

For sale by the U.S. Government Printing Office
Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328
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This national training guide was developed by Aspen Systems Corporation, 2277 Research Boulevard, Rockville, MD 20850 under 105–94–1582 of the Head Start Bureau, Administration for Children and Families, U.S. Department of Health and Human Services. 1997.

Photograph provided courtesy of Montgomery County Public Schools Head Start Program, Rockville, Maryland.

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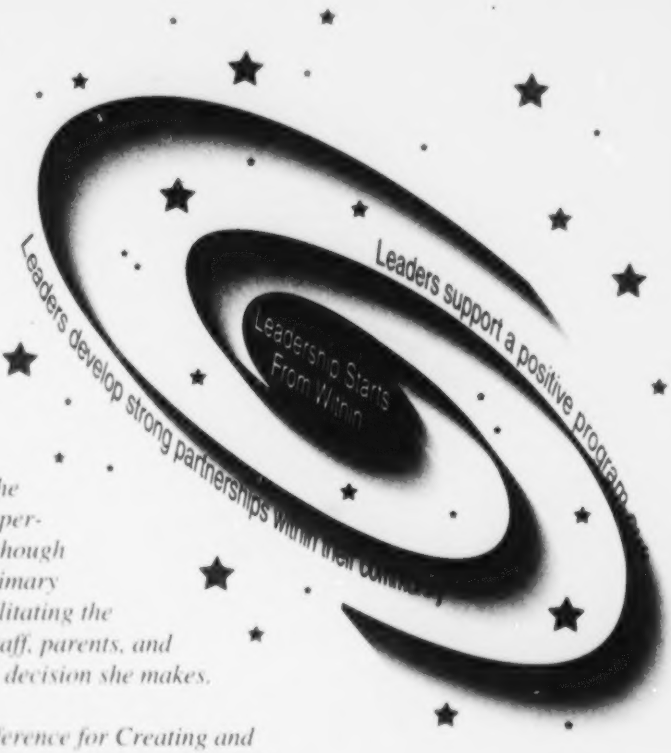
Preface


Leadership Starts From Within
Leaders support a positive program
Leaders develop strong partnerships within their community

Over the past twenty years, I have had the opportunity to work with hundreds of Head Start programs across four regions and nineteen states. Most of my work in consulting, training, and technical assistance has been in the management area with Head Start directors.

There is one Head Start director I had the privilege to work with who represents for me the ideal leader. She keeps people as her number one priority at all times—in spite of the fact that her small program, one of ten or more delegate agencies in a large city, has had tremendous growth and expansion; in spite of the time she has had to devote to facilities planning and management to accommodate the new growth; and in spite of the many tasks her supervisor, the executive director, has asked of her. Although she has accomplished much, she considers her primary responsibility to be a mentor and role model, facilitating the development of committed relationships among staff, parents, and community. She models that commitment in every decision she makes.

I met this remarkable person at a Head Start conference for Creating and Managing Effective Organizations. She was part of a team that included the management team, the policy council chairperson, and myself as the consultant to the group. Nothing about her is the stereotype of a dynamic leader—she is small in stature, very understated, and soft spoken. Her work experience prior to becoming a Head Start director was centered on education. When first meeting her, one thinks of her as more befitting a best friend than a director of a growing program.

As the week progressed and I got to know her and her staff on a more intimate basis, it became clear to me that she was doing all the things we listed that leaders should do and be. She was making her mark on the staff in a gentle, persistent, and empowering way. She set and modeled the standards of relationship building that I could see reverberate throughout the program.

When the team was asked to establish its vision of the future, she didn't say a word until everyone else had spoken. When she did speak, it was mostly to clarify and understand someone else's point of view. When it was time to meet with the executive director and discuss what the Head Start program needed from the executive director, she turned the tables and asked the executive director what we could do to help her reach her vision! Instead of asking for anything, she chose to listen and give.

Realizing a leader's responsibility for outreach, she agreed to manage a large collaborative project between Head Start and the city's fine arts program (in addition to her regular duties). By practicing the leadership skills of acting as a mentor, engaging in outreach, committing to a shared vision, empowering staff and parents, and being a role model, this exemplary leader is well set to lead her program into a better future for the families it serves.

—Remarks of a Head Start consultant and training and technical assistance provider

Leadership skills can be learned, and the capacity for leadership can be cultivated!

Head Start leaders come from all walks of life. They come to Head Start with various skills, knowledge, and experiences. Some come from a planning or administrative background. Others come from health-related fields. However, most Head Start leaders emerge from the ranks of the child or family services arenas.

They bring to the job different levels of skills obtained from their many experiences. Are they automatically leaders when they accept the position of director? Is the board chairperson or the policy council chairperson fully prepared for the leadership role when he or she assumes the position?

Probably not in all cases.

However, their commitment to continuously enhancing and developing their leadership skills provides the framework for their effectiveness as leaders. Leaders in Head Start embody the concept of the **MOVER**. They take time to **M**entor, engage in **O**utreach, communicate the **V**ision, **E**mpower others, and act as **R**ole Models. They move people and systems to shape a better future for children and families. Leaders who exhibit **MOVER** qualities and behaviors are continually striving for excellence, delivering on Head Start's vision for *Early Childhood Development and Health Services*. They continually strive to improve *management systems* and build a *program design* that is responsive to the changing needs of children and families. And they lead the movement to forge lasting *family and community partnerships*.

Focusing on continuous improvement enables leaders to position Head Start as a central community institution for low-income children and their families. Head Start is committed to creating a culture that supports all staff and parents in developing the skills needed to successfully operate that central community organization.

Leading Head Start into the Future is based on the Head Start beliefs that leadership skills can be learned and the capacity for leadership can be cultivated. This guide helps Head Start leaders refine and expand their skills and knowledge through a variety of training activities. The first **Technical Guide** in the series of management training guides, it extends the basic information provided in the **Foundation Guide**, *Participating in the Management Process*.

This guide continues to support the development of leadership skills and behaviors in all Head Start staff, parents, and policy groups.

Introduction

Overview

Purpose

This technical guide gives participants the opportunity to practice the techniques and skills that will increase their effectiveness as Head Start leaders. It supports the premise that leaders play a significant role in creating a culture of continuous improvement within Head Start programs. Moreover, this guide supports the belief that leaders must invest in developing the skills, knowledge, and values needed to lead programs effectively.

To encourage a culture of continuous improvement, Head Start leaders, parent leaders, policy group leaders, and other leadership groups reinforce the following behaviors:

- **M**entor children, staff, parents, and partners to develop their full potential
- Engage in **O**utreach within the program and into the broader community
- Commit to a **V**ision that is created and shared by all partners and communicated to the broader community
- **E**mpower staff and parents to meet the Head Start Program Performance Standards
- Act as **R**ole Models

Leading Head Start into the Future reinforces the concept that active learning and continuous improvement begin with individual leaders who understand their strengths and skills. If they are grounded in the meaning of leadership and personal leadership values, leaders can focus on relationships that sustain program operations—relationships with staff, parents, policy councils, governing bodies, and other leadership groups. Furthermore, effective leaders can reach out beyond the program boundaries into the broader community, establishing partnerships and forging linkages. They can shape the institutions and policies that affect the lives of the children and families Head Start serves.

Introduction

Outcomes

After completing this training, participants will meet the following outcomes:

- Identify their leadership skills, knowledge, and values
- Examine the culture of their organization and determine the leadership principles and strategies needed to effectively lead others within the program
- Identify the leadership practices and strategies needed to establish partnerships with the private sector and forge linkages at the community, state, and federal levels

Audience

This guide is written primarily for the grantee director, Head Start director, and management team. The information and activities may be of interest to selected leadership groups; however, each grantee should determine the leadership groups that would benefit from the guide.

Trainer and Coach Selection

Participants in these training sessions may play leadership roles in one Head Start program or they may be leaders from several program clusters. The trainer or coach who delivers this training may be an outside consultant, human resources director, adult education instructor, or training coordinator. Because the participants are leaders of Head Start programs, the coach or trainer should have experience facilitating leadership training sessions and should be able to offer new insights into the leadership function.

Performance Standards

This guide supports the Head Start Program Performance Standards. Leadership skills are necessary to meet those performance standards that require programs to:

- Implement human resources management policies that govern organizational structure, staff qualifications, standards of conduct, staff performance appraisals, staff and volunteer health, staffing patterns, and training and development
- Use staff performance appraisals to identify staff training and professional development needs, modify staff performance agreements, and assist each staff member in improving his or her skills and professional competencies
- Take an active role in community planning, perform outreach, and establish community partnerships

- Develop and follow the program's philosophy and its long- and short-range program goals and objectives
- Participate in shared decision making and develop conflict resolution procedures

Organization

This **Technical Guide**, *Leading Head Start into the Future*, consists of three modules:

- **Module 1:** *Understanding Leadership*

  This module helps participants understand the meaning of effective leadership in Head Start. It allows them to practice self-reflection so they can explore how their personal and organizational values are related to being an effective leader. Five important leadership behaviors are introduced: acting as a **M**entor, engaging in **O**utreach, committing to a shared **V**ision, **E**mpowering others, and acting as a **R**ole Model. Participants reflect on their current skills and behaviors and identify the **MOVER** skills and behaviors they want to enhance.

- **Module 2:** *Influencing Organizational Culture*

  This module focuses on various techniques that extend leadership behaviors throughout the organization and demonstrates the impact of these behaviors on the organizational culture. Participants examine organizational culture from the perspective of blending the various cultures in any Head Start program into a program culture that supports the **MOVER** behaviors.

- **Module 3:** *Positioning Head Start for the Future*

  This module encourages participants to recognize the role that the program plays in the community and helps them to develop skills and behaviors for building or strengthening partnerships. Participants are invited to enhance their abilities to envision the future and to communicate their visions within the context of the **MOVER** behaviors.

Each module includes outcomes that are based on the guide outcomes, key concepts, and background information. The **Outcomes** for each module identify the specific skills participants will learn as they work through the module. The **Key Concepts** summarize the critical ideas that participants must understand to achieve the guide outcomes. The **Background Information** discusses the Key Concepts and provides the framework for the training activities. The trainer or coach may choose to present the Background Information section as a short lecture, presenting the information on handouts or overheads during the coaching or workshop sessions.

To accommodate the individual needs of participants, this guide includes two specialized approaches to help them reflect on their experiences and develop leadership action plans. Throughout the guide, participants are asked to keep a *Leadership Journal* to reflect on their practices. This journal can be used for various discussions, individualized assignments, and coaching activities. Because keeping a journal is a private tool for developing insight into oneself and one's values, behaviors, and goals, some participants may not want to share their reflections with others. Before the training begins, participants should be asked to obtain a notebook that they can use for their journal.

As participants complete the activities in each module, they will also use a *Professional Development Plan* to build and improve their leadership knowledge, skills, and behaviors. Participants should add to their development plans one behavior or improvement opportunity at a time. When the training begins, pocket folders with several copies of *Handout 2: Professional Development Plan* can be distributed to each participant.

The **Resources** section appears at the end of the guide. It contains additional material that can provide further information on the topics in the modules.

Definition of Icons

Coaching (C)	A training strategy that fosters the development of skills through tailored instruction, demonstrations, practice, and feedback. The activities are written for a coach to work closely with one to three participants.
Workshop (W)	A facilitated group training strategy that fosters the development of skills through activities that build on learning through group interaction. These activities are written for up to twenty-five participants working in small or large groups with one or two trainers.
Next Steps: Ideas to Extend Practice	These are additional activities assigned by the trainer immediately following the completion of the module to help participants review key information, practice skills, and examine their progress toward expected outcomes of the module.
Continuing Professional Development	These are follow-up activities for the program to support continued staff development in the regular use of the skills addressed in a particular training guide. The activities include: (1) Opportunities for the participant to continue building on the skills learned in the training (2) Ways to identify new skills and knowledge needed to expand and/or complement these skills through opportunities in such areas as higher education, credentialing, or community educational programs

At A Glance

Module	Activity	Time	Materials
Module 1: Understanding Leadership	(W) Activity 1–1: Leadership at Forest Knolls	Session 1 90 minutes Session 2 90 minutes	*Handout 1: Forest Knolls Head Start* *Handout 2: Professional Development Plan* *Handout 3: Guiding Principles Billboard* Chart paper, markers, and tape
	(C) Activity 1–2: Guiding Principles and Leadership Behaviors	60 minutes	*Handout 1: Forest Knolls Head Start* *Handout 2: Professional Development Plan* Leadership Journal
	(W) Activity 1–3: Leaders Are MOVERS	60 minutes	*Handout 2: Professional Development Plan* *Handout 4: A Head Start Leader Is a MOVER* Chart paper, markers Several packages of three-by-five-inch self-stick notes
	(W) Activity 1–4: Dispelling Leadership Myths	45 minutes	*Handout 5: Leadership Myths* Chart paper, markers
	(C) Activity 1–5: MOVER Behaviors Dispel Leadership Myths	60 minutes	*Handout 4: A Head Start Leader Is a MOVER* *Handout 5: Leadership Myths* Leadership Journal
	(C) Activity 1–6: Plan for Development	45 minutes	*Handout 2: Professional Development Plan* Leadership Journal

Module	Activity	Time	Materials
Module 2: Influencing Organizational Culture	(W) Activity 2–1: Understanding an Organization's Culture	90 minutes	*Overhead 1: Head Start's Organizational Culture Includes …* *Handout 6: Las Casitas Head Start Program* Chart paper, markers
	(W) Activity 2–2: Shaping Organizational Culture	60 minutes	*Handout 2: Professional Development Plan* *Handout 7: MOVER Game Board* Three-by-five-inch multicolored self-stick notes Cartoon stickers or toy prizes Chart paper, markers
	(C) Activity 2–3: Guiding Organizational Culture	90 minutes	*Handout 2: Professional Development Plan* *Handout 8: Shaping Organizational Culture by Empowering Others*
	(W) Activity 2–4: High Road to Managing Conflict	60 minutes	*Handout 2: Professional Development Plan* *Handout 9: The Demoralized Team* *Handout 10: Conflict Management—Symptoms and Causes* *Handout 11: Conflict Management Strategies* Chart paper, markers

Module	Activity	Time	Materials
Module 2: Influencing Organizational Culture (continued)	(C) Activity 2–5: Conflict Management Approaches	60 minutes	*Handout 10: Conflict Management—Symptoms and Causes* *Handout 11: Conflict Management Strategies* Paper, pens
	(C) Activity 2–6: Feedback and Follow-up: Professional Development Plan	45 minutes	*Handout 2: Professional Development Plan* Leadership Journal

Module	Activity	Time	Materials
Module 3: Positioning Head Start for the Future	(W) Activity 3–1: Creating a Shared Vision	60 minutes	Leadership Journal, chart paper, colored markers, glue stick, and twelve peel-off name labels Eight-inch squares of muslin or light, solid-colored cotton fabric
	(C) Activity 3–2: What Am I Here to Do?	60 minutes	Leadership Journal, chart paper, markers
	(W) Activity 3–3: Five Minutes of Inspiration	45 minutes	*Handout 12: Guidelines for Communicating the Head Start Vision* *Handout 13: Planning an Inspirational Message Worksheet*

Module	Activity	Time	Materials
Module 3: Positioning Head Start for the Future (continued)	(C) Activity 3–4: Inspiring Others	45 minutes	*Handout 12: Guidelines for Communicating the Head Start Vision* *Handout 13: Planning an Inspirational Message Worksheet* Chart paper, markers
	(W) Activity 3–5: Forging Community Partnerships	90 minutes	*Handout 2: Professional Development Plan* *Handout 14: The Great Strides Initiative* Copies of Section 1304.41 from the Head Start Program Performance Standards, Section (a) *Partnerships* Chart paper, markers
	(C) Activity 3–6: Reflecting on How to Achieve Community Partnerships	45 minutes	*Handout 15: Community Partnerships Action Plan* Copies of Section 1304.41 from the Head Start Program Performance Standards, Section (a) *Partnerships* Chart paper, markers

C = Coaching Activities

W = Workshop Activities

Leadership Starts From Within

Leaders support a positive program culture

Leaders develop strong partnerships within their community

Module 1

Understanding Leadership

Outcomes

After completing this module, participants will be able to:

- Identify strong leadership skills and behaviors
- Determine the principles that direct their individual performances as leaders in the program
- Assess their leadership experiences and relate them to the skills and behaviors of acting as a **M**entor, engaging in **O**utreach, committing to a shared **V**ision, **E**mpowering staff and parents, and being a **R**ole Model
- Design a Professional Development Plan based on their strengths

Key Concepts

- Leadership starts from within. True understanding comes from reflecting on one's experiences. Effective Head Start leaders continuously assess and identify their leadership skills and behaviors. Self-discovery is a necessary first step to understanding one's effectiveness as a leader.
- Leaders are value driven. In Head Start, respected leaders base their decisions and actions on their internal ethical principles. They are grounded in *who* they are and *what* they stand for.
- Leadership principles shape how individuals use their skills and talents to lead and inspire excellence in the program. Actions that follow these principles include acting as a **M**entor, engaging in **O**utreach, committing to a shared **V**ision, **E**mpowering staff and parents, and being a **R**ole Model. The strong Head Start leader is a **MOVER**.
- Strong leaders develop insight and awareness of how personal and organizational values are related to effective leadership.
- Developing and enhancing one's leadership skills and behaviors is an ongoing process. It involves seeking new ways to grow.

Module 1

Background Information

In recent years, Head Start programs have increased in size, scope, and complexity. To successfully address these changes, many Head Start leaders have developed various strategies and approaches such as extending half-day programs to full-day programs to meet the needs of working parents, realigning their staffing structures to provide families with better service, and collaborating with local school districts and public and private organizations to set up job search preparation seminars for parents seeking work. However, if programs are to deliver on Head Start's vision of providing excellent service for children and families, all Head Start directors, managers, and parent leaders must have the knowledge, skills, and commitment needed to guide Head Start programs effectively in a changing world. This process begins when directors, managers, and parent leaders understand the complex task of leadership.

This module explores answers to the following questions: *What does it take to lead Head Start into the future? What are the essential leadership skills and behaviors necessary to move your program into the twenty-first century? How can Head Start leaders cultivate their talents as they prepare themselves and others to be effective leaders?*

When considering great leaders, you may believe that such people have certain characteristics, traits, backgrounds, or abilities not possessed by the general population. Numerous studies have attempted to isolate the key factors that make a great leader or the factors shared among leadership styles used by great leaders.

However, these studies have clearly shown that no special formula, no certain set of traits or characteristics, and no predetermined style guarantees successful leadership. Anyone, regardless of his or her appearance, cultural background, educational level, or achievements, can become a great leader.

Sometimes our notions or fears affect our belief in ourselves. Notions such as *leaders must be charismatic* or *leaders exist only at the top of the organization* are myths. These myths are simply not true. What is true is that great leaders develop their potential by practicing leadership behaviors.

MOVER Qualities

What, then, are the qualities of effective leaders? One outstanding quality is their dedication to learning; effective leaders ask more questions than they answer and use this technique to instruct others. Rather than showing a person how to do something, they ask the questions that lead the person to discover the solution. The Head Start leader acts as a **M**entor—guiding, coaching, supporting, and providing a safe environment in which others may grow.

Effective leaders engage in **O**utreach beyond the narrow confines of the unit or organization; great leaders build partnerships and collaborations. They have a clear idea of what is important, how to achieve it, and how to communicate enthusiasm to everyone about their **V**ision.

Visionary leaders recognize the importance of inspiring others to be proactive. They want to teach others to anticipate future opportunities and the challenges of change. Head Start leaders can help families move from welfare to work by providing support to the families while advocating for them and influencing policy.

Exemplary leaders promote the Head Start vision for families that are transitioning in and out of public schools and other settings. The performance standards call for agencies to promote communication and initiate meetings involving Head Start teachers, parents, and elementary school teachers.

Strong Head Start leaders **E**mpower others to believe in the vision and play vital roles in making it happen. They provide the tools and support for others to make decisions and succeed.

The Head Start Program Performance Standards assist leaders as they empower others toward individual learning, promote professional development, and support ongoing opportunities to acquire knowledge and skills. A structured approach to staff training and development is required, with academic credit whenever possible.

Finally, great leaders lead by example. They are **R**ole Models, subtly teaching others who look to them for guidance.

This module explores the five essential actions that enable Head Start leaders to act as **MOVER**s and bring their Head Start programs into the twenty-first century: acting as a **M**entor, engaging in **O**utreach, committing to a shared **V**ision, **E**mpowering staff and parents, and being a **R**ole Model.

Learning about Ourselves:
1. Self Reflection

This module focuses on learning about ourselves. What do effective Head Start leaders need to understand about themselves? What other qualities or behaviors and skills do effective Head Start leaders use?

Leaders need to recognize that *learning about themselves is an important first step for developing personal leadership qualities.* People need to understand themselves and know who they are before they can lead others. To reach this understanding, they need to develop insight into themselves, examine their values and guiding principles, and have a solid notion of what is important to them and how to achieve their goals.

A willingness to learn and grow is essential for improving leadership skills. Great leaders take time to reflect. They are continually learning. A distinction of outstanding leaders is that they are never satisfied with what they have achieved; instead they continue to look for ways to improve themselves and their organizations. Head Start has always placed a high value on training and technical assistance; leaders internalize Head Start's attitude of quality improvement. They exhibit their willingness to expand their own circles of quality improvement and influence by taking in new information, new methods, and new ways to meet challenges. They constantly ask the question: *How can we do this better?*

The Report of the Advisory Committee recommends that all staff members should take the initiative and personal responsibility for their own professional growth and should be offered ample opportunities to grow. Great leaders show the way by taking the initiative for their own professional growth and act as mentors and role models for the staff and parents in the program.

2. Continuous Learning

By setting the example of being lifelong learners, Head Start leaders can effectively meet the challenge of continuous learning. They model continuous learning by expanding their knowledge and skills through advanced degree programs and intensive leadership development programs. The **Continuing Professional Development** section of this guide lists examples of development activities.

Conscientious Head Start leaders are aware that they must be informed about new information, trends, and issues that affect their programs. This means having information sources, connections, and networks; using the Internet and other technology to stay informed; and attending learning events and meetings. To look to the future, effective Head Start leaders must be comfortable with technological advances to offer the best sources of information and services to families and staff.

3. Values and Guiding Principles that Influence Decisions

Strong leaders make decisions based on their personal values and ethics and on their individual guiding principles. Effective leaders are aware of what is important; they are constantly reviewing circumstances and emerging issues in terms of their vision, mission, and organizational goals.

The performance standards articulate a vision of service delivery to children and families. Head Start's philosophy and core values are captured within the performance standards. Along with Head Start's philosophy and overall goal, the performance standards provide a foundation for program leaders. This foundation serves as a cornerstone for leaders to create their vision statements, clarify their values, and guide their decisions.

Exemplary leaders internalize the organizational philosophy and goals, and they carry them a step further. They know what guides their personal values, and they are committed to them. They can make choices from this strong foundation. They review their priorities regularly in light of emerging issues and changing needs, whether these issues surface from the community assessment, federal or state initiatives, or requests from families, children, and staff.

In summary, strong Head Start leaders meet current and future challenges by becoming lifelong learners. This continuous approach to knowledge, skill building, and self-development provides the tools required for successful leadership in a changing world.

Activity 1–1: Leadership at Forest Knolls

Purpose: Participants will identify various leadership skills and behaviors. They will determine the values and guiding principles that shape their own behaviors and leadership decisions. Participants will compare these skills with their experiences and begin to build their individual Professional Development Plans.

Materials:

Chart paper, markers, and tape
Handout 1: Forest Knolls Head Start
Handout 2: Professional Development Plan
Handout 3: Guiding Principles Billboard

Trainer Preparation Notes:

This workshop can be conducted in two sessions on different days. Session 1 focuses on identifying leadership skills and behaviors and should be conducted before Session 2. In Session 2, participants determine the values and guiding principles that shape their behaviors. They may reflect on what they learned in Session 1 during Session 2.

For additional information that can help answer the questions in Session 1, Step 2, refer to the Background Information that discusses Head Start leadership qualities, behaviors, and skills.

Session 1: Leadership Behavior and Skills—Introduce Activity

1. Begin by saying that studies show that there is no magic formula for being a leader. State that anyone can be a leader! However, Head Start leaders need to develop specific behaviors and skills to successfully move their programs into the future. Tell participants they will explore these important leadership behaviors and skills in the first session of this activity.

Discuss in Small Groups Leadership Behaviors and Skills

2. Distribute a copy of *Handout 1: Forest Knolls Head Start* to each participant. Have participants read the scenario to themselves and answer Questions 1 and 2, using the worksheet on the back of the scenario.

   Ask participants to form small groups. Instruct each group to review and discuss scenario Questions 1 and 2. Ask each group to report its discussion to the large group. The first two questions are:

   1) What leadership qualities do you recognize in the individuals mentioned in the scenario? What leadership behaviors did they practice?

   2) What did the Head Start director and other leaders in the program do to empower the individuals in the scenario to assume leadership responsibilities?

   Ask each group to take turns reporting on the leadership behaviors, skills, and activities they identified in the scenario. Record the responses on chart paper as each group reports, placing a check mark next to the skills or behaviors that are repeated. This will help show visually those skills or behaviors that the groups identified as most critical. Briefly review responses, noting those that were repeated.

Identify How Participants Demonstrate Leadership

3. Ask participants to work on their own and complete Question 3.

   3) Which leadership qualities and behaviors that you listed in Questions 1 and 2 do you perform within your own program?

4. After participants have answered Question 3 on their own, ask for volunteers to share their responses to Question 3 with the large group.

Plan for Professional Development

5. Tell participants that they will complete this portion of the activity independently. Have them refer to the leadership qualities, behaviors, and skills they listed in Questions 1 and 2 of Handout 1. Explain that they will complete Question 4 and list those behaviors, qualities, or

skills that they would like to improve or have more opportunity to practice. Distribute *Handout 2: Professional Development Plan*. They should also list one of these behaviors or skills on Handout 2.

Session 2: Values and Guiding Principles—Match Personal Values and Guiding Principles

1. Begin this session by saying that the leadership behaviors we aspire to achieve, admire in others, and practice ourselves are influenced by our values. State that our *values* are our internal power source that determines how we behave and make decisions. Our values create our personal *guiding principles*.

   Explain with the following example: *One of my values is continued education and learning.* The guiding principle may be: *I continuously look for opportunities to learn.* Additional examples of values and guiding principles are:

   - *I value honest and open communication.* My guiding principle is: *I share what is on my mind and actively listen to others as they share their thoughts and feelings.*
   - *I value new and creative ideas.* My guiding principle is: *I search for and listen to the ideas of others and try new approaches to better serve others.*

   Lead participants in listing their own values and guiding principles, following your example. Ask the following questions to get them started:

   - *If you had to select the two most important personal leadership goals in your life at Head Start, what would they be?*
   - *What leadership behaviors, skills, or beliefs do you value most in your current role in Head Start? In the other roles you have had within Head Start?*

Illustrate a Guiding Principle

2. Distribute *Handout 3: Guiding Principles Billboard.* Ask participants to use Handout 3 and rewrite one of their values into a guiding principle. Say to them, *If your own guiding principle for being a Head Start leader was on a billboard along the highway, what would it say?*

Discuss Guiding Principles

3. Discuss the billboards. Summarize by asking the following question:

   - *What can we say about the overall values guiding our leadership skills or behaviors as we strive to be strong, effective Head Start leaders?*

Continue Professional Planning

Distribute *Handout 2: Professional Development Plan*. Ask participants to list one leadership quality, skill, or behavior discussed in this activity that they would like to practice and become more comfortable with.

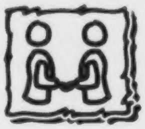
Explain that they will be able to build their development plans as they continue through the training. Participants are only required to add one developmental skill to their plans in this activity. This is meant to be a one-step-at-a-time, incremental learning process.

Summarize

4. Conclude this activity by emphasizing that our values and guiding principles affect our behaviors, skills, and actions as Head Start leaders. We use and act out these behaviors and skills as we handle various leadership responsibilities and activities. Some examples of these leadership activities include:

   - Planning—developing and implementing a systematic, ongoing process
   - Communicating with families, staff, and policy groups
   - Providing and maintaining an organizational structure that meets program objectives and supports staff in their efforts, responsibilities, and accomplishments

Activity 1–2: Guiding Principles and Leadership Behaviors



Purpose: Participants will analyze a scenario and individually recognize and compare various leadership skills and behaviors. Participants will reflect on their values and determine the guiding principles that shape their leadership skills and behaviors. Participants will continue to build their Professional Development Plans.

Materials:

Handout 1: Forest Knolls Head Start
Handout 2: Professional Development Plan
Leadership Journal

Introduce the Activity

1. Discuss the Background Information and briefly tell participants that there are no magic formulas for leadership. Explain that essential elements or behaviors are needed for one to grow and develop as a strong Head Start leader.

Read and Discuss a Head Start Leader Scenario

2. Distribute *Handout 1: Forest Knolls Head Start.* Have participants read the scenario. Ask them to answer the following questions:

   1) What leadership qualities do you recognize in the individuals mentioned in the scenario? What leadership behaviors did they practice?

   2) What did the Head Start director and other leaders in the program do to empower the individuals in the scenario to assume leadership responsibilities?

   3) Which leadership qualities and behaviors that you listed in Questions 1 and 2 do you perform within your own program?

   Tell participants to record in their Leadership Journals the leadership behaviors and activities they identified in the scenario. Discuss these qualities with the participants when they are finished. In addition, suggest that they list one or two of these behaviors, skills, and activities that they want to develop or improve.

   Take a few minutes to discuss with participants what may be the most basic values guiding their leadership behaviors. Explain that our values can be translated into our own internal guiding principles. These principles often determine our approach to leadership and direct our individual behavior and actions.

Reflect and Write Individual Values

3. Ask participants to reflect on and record in their journals the values that are most important to them. Emphasize that their values are their internal power source. If participants have difficulty getting started, suggest that they think about their goals in life or what is most important to them.

   If participants need additional encouragement, ask them to think about the various roles they play as Head Start leaders. Next, ask what they value most in each role. These roles may include teacher, supervisor, counselor, agency representative, friend, colleague, or project manager.

   This exercise helps participants recognize their deep-seated messages about what they consider most important in their leadership roles and in life.

Link Values to Guiding Principles

4. Ask participants to write a statement for each value they listed in their journals. The statement should be written as a guiding principle for the value. It should be written as an affirmative statement in the first person.

   In your explanation, you might want to describe the following example:

   I listed education or continuous learning as one of my values. The guiding principle for this can be written as: Continued education and learning are guiding principles for me. I continuously seek every opportunity to learn something new.

   Assist participants during this step in identifying which guiding principles or behaviors they want to add to *Handout 2: Professional Development Plan* for personal improvement.

Review Leadership Journal

5. Suggest that each day for one or two weeks, participants review the list of values and guiding principles that they wrote in their Leadership Journals. During this review, they may wish to expand their work by writing additional insights in their Leadership Journals. They may also want to add to their Professional Development Plans any new opportunities to improve leadership skills and behaviors.

Summarize

6. Summarize this activity by reviewing how our values and guiding principles can shape our leadership behaviors, activities, and decisions. Examples of leadership decisions include:

   - Making final decisions or plans regarding outreach strategies
   - Identifying a systematic, ongoing process for program planning
   - Developing an orientation for new staff, consultants, and volunteers, including goals and philosophy of the program

Activity 1–3: Leaders Are MOVERs

Purpose: Participants will determine the necessary skills and Head Start activities to act as a **M**entor, engage in **O**utreach, commit to a shared **V**ision, **E**mpower staff and parents, and be a **R**ole Model **(MOVER)**. They will reflect on their comfort level with each behavior and discuss what they do to practice these leadership **MOVER** behaviors. Participants will continue to build their Professional Development Plans.

Materials:

Chart paper, markers
Handout 2: Professional Development Plan
Handout 4: A Head Start Leader Is a MOVER
Several packages of three-by-five-inch self-stick note pads
Five prelabeled sheets of chart paper with one of the following words written on each page: *Mentor, Outreach, Visionary, Empowerment,* and *Role Model*
Prepared chart page containing the sentence: A Head Start **MOVER** symbolizes . . . Mentor, Outreach, Visionary, Empowerment, and Role Model.

Introduce Activity

1. To begin this activity, use the Background Information to discuss the general qualities of strong leaders. Continue by explaining the leadership qualities that are required for Head Start to move into the twenty-first century. Tell participants that this activity considers five leadership behaviors or skills that are important for moving Head Start into the future.

   Lead a group discussion, asking participants what the **MOVER** behaviors mean to them as Head Start leaders. Distribute and discuss *Handout 4: A Head Start Leader Is a MOVER* for further information.

Discuss MOVER Behaviors

2. Ask participants to form small groups. Distribute about eight three-by-five-inch self-stick notes to each group. Have the groups label the self-stick notes with the **MOVER** behaviors, one behavior per note.

   Show participants the chart page listing the **MOVER** behaviors. Have the groups define the **MOVER** behaviors. The groups then discuss with each other what they do to perform and practice each Head Start leadership behavior and skill. They record each of these leadership activities on a labeled self-stick note.

   When the groups finish, have them place the self-stick notes on the appropriately labeled wall charts. They then share their discussions briefly with the large group so everyone can benefit from the information and strategies.

Continue Professional Development Plan

3. Ask participants to think about the **MOVER** behaviors and activities discussed. Have them list in their Professional Development Plans one of the **MOVER** behaviors that they wish to develop or improve. They should also list the strategies they will follow to develop these behaviors.

Lead Final Discussion

4. Summarize this activity by asking the following questions:

- *Which of these **MOVER** behaviors do you feel has had the greatest impact for you as a leader? Why?*
- *Which of these behaviors has had the greatest impact within your program? How?*
- *Which behavior do you think is the most challenging? Why?*

Using the wall charts, take a few minutes to help participants find possible solutions to the challenges expressed in the last question listed above.

Summarize

5. Summarize this activity by stating the following:

*By practicing and applying these **MOVER** behaviors and skills, your program will be a role model of excellence in managing the challenges and meeting the needs of children and families.*

Activity 1–4: Dispelling Leadership Myths

Purpose: Participants will identify and dispel their myths about Head Start leaders. Participants will begin to recognize their potential and ability to lead.

Materials:

Chart paper, markers
Handout 5: Leadership Myths

Trainer Preparation Notes:

1. Label two columns on chart paper as follows: Myths on the left and Realities on the right.
2. Write the following questions on chart paper:
   - *What fears do some people associate with being a Head Start leader?*
   - *What examples show that these fears are simply our own myths (misconceptions) about being a Head Start Leader?*

Introduce Activity

1. Explain to participants that sometimes the myths or notions we hold about leadership are obstacles to achieving and growing as Head Start leaders. Continue by saying that often we must change our ideas about what a strong Head Start leader should be.

Discuss Leadership Myths

2. Tell participants that they will work in small groups to discuss one or two of their notions about what a Head Start leader should be. To explain the activity, you may want to use the following example:

   As a Head Start leader, I am afraid that I am expected to have all the answers. I feel that I must always be able to solve every problem our program faces and offer solutions for personal problems that our staff have. I fear that I will not be a good role model or mentor.

   To begin the discussion using this example, ask the following question:

   - *What do you think about the fears I have just stated?*

   Begin to fill in the columns on the prepared chart paper labeled Myths and Realities during the discussion. You will use this chart again during the large-group debriefing activity.

   Tell participants they are now going to continue this discussion in small groups by answering the following questions:

   - *What fears do some people associate with being a Head Start leader?*

   - *What examples show that these fears are simply our own myths (misconceptions) about being a Head Start Leader?*

   They should discuss and dispel each myth or fear with supporting examples from their experiences. Tell them that they will report their discussion to the large group. Continue this discussion in small groups.

   To debrief, list each myth on the chart paper as each group reports it. Complete the Realities column as the discussion continues. Allow comments from others as each group finishes.

Add Other Myths

3. To continue this discussion, distribute *Handout 5: Leadership Myths*. As a large group, discuss the myths on the handout:

   - Leadership is a rare skill.
   - Leaders are born, not made.

- Leaders must be charismatic.
- Leadership exists only at the top of an organization.
- Leaders control, direct, prod, and manipulate.

Lead Final Discussion

4. Close this activity by asking the following questions:

   - *Why is it important to understand the misconceptions we have about Head Start leadership?*
   - *What leadership myths have affected your perceptions of yourself as a leader? How has this activity helped?*
   - *Why do you think we have these notions of what a leader has to be?*

Activity 1–5: MOVER Behaviors Dispel Leadership Myths

Purpose: Participants will individually review and dispel several myths about Head Start leaders. Participants will recognize the **MOVER** behaviors they use in their program.

Materials:
Handout 4: A Head Start Leader Is a MOVER
Handout 5: Leadership Myths
Leadership Journal

Introduce Activity

1. Explain to participants that our fears or notions often get in the way of our goals. These notions, or myths, can sometimes affect our perceptions of who we are and what we would like to achieve for ourselves and others. Refer to the Background Information for an additional explanation of the studies conducted regarding leadership traits. Remind participants that anyone can be a leader.

Discuss Head Start Myths

2. Discuss with participants one or two fears they may have regarding leadership or being a leader in a Head Start program. Suggest that they list these in their Leadership Journals. Have the participants record each fear (or myth) and then ask them why they have this notion about leadership. For example, *Head Start leaders have all the answers. They must be able to deal with all problems. They must have multiple solutions for every problem.*

3. Distribute and discuss *Handout 5: Leadership Myths.*

Introduce MOVER Behaviors

4. Explain to participants that this guide discusses five Head Start leadership behaviors. These behaviors can move Head Start into the future. These **MOVER** behaviors are to: act as a **M**entor, engage in **O**utreach, commit to a shared **V**ision, **E**mpower staff and parents, and be a **R**ole Model. Refer to Background Information regarding how these behaviors relate to Head Start.

   Discuss what each behavior means to a Head Start leader and why it is significant. Distribute *Handout 4: A Head Start Leader Is a MOVER* for additional background information. Continue the discussion by asking the following questions:

   - *Which **MOVER** behaviors do you feel most comfortable with? Why?*
   - *For those leadership behaviors, what activities or actions do you engage in to effectively use the behaviors? For example, how do you act as a mentor to others?*
   - *Which behaviors do you feel the least comfortable with? Why? (Have participants list at least one in their Leadership Journals.)*

   Brainstorm with participants for actions they can take to practice the **MOVER** behaviors. Discuss how they can overcome any personal fears they have about being Head Start leaders. Again, participants should use their journals to list some of the solutions identified during this brainstorming session.

Ask Closing Question and Summarize

5. Ask the following closing question:

   - *Now that you have completed this activity, do you still have concerns about accepting leadership responsibilities?*

   Summarize this activity by reviewing the positive impact the **MOVER** behaviors can have on the roles participants play in their programs. Stress the importance of looking for and recognizing opportunities to practice these **MOVER** skills and behaviors so that participants can become more comfortable with putting them into everyday practice.

Activity 1–6: Plan for Development

Purpose: Participants will review with the coach their individual Professional Development Plans and Leadership Journals. They will develop an action plan to improve the skills and behaviors they listed in these documents.

Materials:

Ask participants to bring their Leadership Journals and *Handout 2: Professional Development Plan* that they completed in earlier activities.

Coach Preparation Notes:

Discussing personal development comments written in the Leadership Journals is optional. They should be discussed only if the participants wish to share their personal notes regarding their development areas and challenges.

Therefore, not all participants will be comfortable discussing the questions in this activity. An optional approach is for participants to respond to the questions privately in their Leadership Journals.

Introduce Activity

1. Begin this activity by discussing with participants the importance of developing skills and enhancing leadership behaviors one step at a time. This approach allows learning and self-discovery to occur in bite-size pieces. The Leadership Journal and *Handout 2: Professional Development Plan* are part of the learning and growth process for this module.

   Remind participants that they have been building their Leadership Journals and their Professional Development Plans during previous activities.

Review Self-Development Entries

2. Working one-on-one with the coach, participants review the entries they made in *Handout 2: Professional Development Plan* and, if desired, in their Leadership Journals. Discuss the challenges associated with the skills and behaviors they listed.

   Use some of the following questions for discussion:

   - *What makes these skills or behaviors challenging?*
   - *What fears, notions, or myths may be getting in the way?*

- *How can your guiding principles help you prioritize the various skills and behaviors you want to improve?*
- *What methods or strategies can you use to develop these Head Start leadership skills and behaviors?*
- *What questions can you ask others in your program who seem confident and comfortable with these skills and behaviors?*

Write Action Plan

3. Work with individuals to prioritize and write an action plan to develop the leadership skills and behaviors discussed in this module. With participants, list special activities, projects, or program events for them to lead; resources to review; observations to make; and ongoing journal writing activities to personally analyze their milestones. For each item listed, tell participants to list a date for completing the event.

   Examples of activities:

   - Volunteering to lead a program, community, or regional project.
   - Spending several days shadowing a co-worker or individual within the program who exemplifies a strong leader. (Use your Leadership Journal during this time to list strategies and behaviors you want to remember. Also, list those you recognize as ineffective.)

Summarize

4. Remind participants that development is a lifelong process. We are always learning and improving.

Next Steps: Ideas to Extend Practice

Working independently or with other staff, participants can build on the skills developed in this guide by completing activities such as those listed below. Some of the activities can contribute to the participants' Professional Development Plans.

- Have participants plan a brown-bag lunch meeting and invite staff and parents to share their thoughts about their values and guiding principles related to their Head Start leadership roles. They may want to prepare a written summary of their values and guiding principles to distribute to the group. Participants may describe to staff and parents the areas in which they are striving to improve their leadership abilities.

  Some examples of improvement include inspiring trust and confidence, bringing out the best in others, encouraging staff to seek challenges, and managing change. Sharing this information with staff reinforces a climate of trust and provides a model for trust and respect. Participants then ask staff to summarize their own values and guiding principles to share with each others.

- Encourage participants to join an early childhood organization. For example, *The Children's Foundation* conducts research and provides information and training on federal food programs, quality child care, leadership development, health care, and the enforcement of court-ordered child support. For further information, call or write to:

  The Children's Foundation
  725 15th Street, NW
  Suite 505
  Washington, DC 20005
  202-347-3300

  Another organization is the *National Association of Child Care Resource and Referral Agencies (NACCRRA)*. The goals of NACCRRA are to develop a high-quality resource and referral service and to exercise leadership to build a diverse, high-quality child care system. For further information, call or write to:

  NACCRRA
  1319 F Street, NW
  Suite 810
  Washington, DC 20004–1106
  202-393-5501

- Help participants obtain the leadership articles or books listed in the **Resources** section of this guide. Participants can read the articles or selected chapters in the books and use their Leadership Journals to list the leadership behaviors, skills, and techniques that were described. Participants should answer the following questions in their personal Leadership Journals:

  — *Which behaviors or qualities of these leaders do I admire most?*

  — *What seem to be their guiding principles?*

  — *Which behaviors and skills would I like to practice?*

- Have participants use their journals for one or two weeks to periodically reflect on how to use the **MOVER** (acting as a **M**entor, engaging in **O**utreach, committing to a shared **V**ision, **E**mpowering staff and parents, and being a **R**ole Model) leadership behaviors. Participants should reflect on how to act as role models in what they do and say as Head Start leaders. Participants can schedule quarterly or periodic leadership theme meetings or one-on-one sessions with other staff members to talk about these leadership behaviors and expectations to raise their awareness of how they can practice these behaviors.

  This activity supports the performance standards for establishing a structured approach to staff training and development. It builds relationships among staff and assists them in acquiring or increasing the knowledge and skills they need to fulfill their job responsibilities.

Handout 1: Forest Knolls Head Start
Part I

My name is Tom Riley, the staff development director. I remember when Jennifer Meyer came on board as our new director three years ago. We were not in compliance, morale was low, and it seemed like program area specialists and other staff members could not work together. We were also experiencing escalating problems with some of our children, the program was lacking in strong family partnerships, and family relationships were deteriorating.

I am Janet Boyd, a family partnership specialist. I am on my way to visit a new family that we just enrolled. Even though it is not a regular function of my job to visit families, I like to do so every now and then. We are always looking for new ways to stay connected with the families we serve. We continually try to work together as a team, collaborating to best serve our children and families. Often, our regular weekly meetings include other staff, such as parents, the health assistant, and the cook, depending on who the discussion might affect or who might have valuable insights. Tomorrow, I will attend a two-day seminar called Empowering Families with two parents in the program. It is great that we have the opportunity to attend workshops and certificate programs.

Yes, things are really different around here. I am Kevin Ortiz, volunteer coordinator. I have just come out of a Policy Council meeting where I was asked to lead a discussion suggesting community involvement ideas for our Valentine's Day Banquet. We have never had this kind of community get-together before. I presented my plan to the Policy Council and later to the Management Team. They appeared very interested and then really wanted to help! When I was not sure of the next steps, I felt comfortable going to the policy chair. She is a good listener. I feel confident in creating the flyer for this because of the ongoing coaching I receive and the writing course I completed last month.

My name is Era Wade. As a family specialist for the program, I finally feel accepted as an important part of the staff. Although I almost lost hope in this program three years ago, now it is truly reaching out and empowering parents and families in the community. I have been given the opportunity, confidence, and encouragement to finish my degree in social work. I am inspired to share my insight and offer some of my own ideas on migrant parent involvement, using both my knowledge and my background. I try to remember to listen and give emotional support to families and sometimes other staff, given the stresses we face on a daily basis. I have been testing a new approach for building family partnerships. I ask whomever is considered part of that family unit to describe their perfect world and what they want for themselves, their family as a whole, and the children. We break this down into two weeks, one month, three months, and sometimes six months. We talk about the goals to be worked on for their perfect world and then together we try to imagine the best picture for their future.

We love our celebration meetings when we get together to share information with each other. Now, when we have staff development meetings, the executive director often stops in and shares his insights with us. Sometimes, these meetings turn into problem-solving sessions. During our last inservice, we talked about the future of the program and what it should look like. We developed individual plans and goals to achieve collaboratively as we continue to provide services to the Head Start community now and in the future.

Handout 1: Forest Knolls Head Start
Part II: Discussion and Self-Reflection

DIRECTIONS:

Read the scenario to yourself and answer Questions 1 and 2 below. Be prepared to discuss the answers to Questions 1 and 2 in your group. After the large group discusses Questions 1 and 2, complete Questions 3 and 4 on your own.

1. **What leadership qualities do you recognize in the individuals mentioned in the scenario? What leadership behaviors did they practice?**

2. **What did the Head Start director and other leaders in the program do to empower the individuals in the scenario to assume leadership responsibilities?**

Handout 1: Forest Knolls Head Start
Part II: Discussion and Self-Reflection (Continued)

DIRECTIONS:

Work independently to complete the following questions.

3. **Which leadership qualities and behaviors that you listed in Questions 1 and 2 do you perform within your own program?**

4. **Refer to your list of leadership qualities, behaviors, and skills in Questions 1 and 2 of this handout. Next, look at your answer to Question 3 and note those that are not performed within your program. Identify one leadership behavior, quality, or skill that you would like to practice and improve. Then complete *Handout 2: Professional Development Plan* for the behavior or skill that you identified.**

Handout 2: Professional Development Plan

1. **Knowledge, Skill, or Behavior I Want to Obtain, Practice, or Improve:**

- **Action Steps:**
- **Desired Results:**
- **Progress Made to Date:**

2. **Knowledge, Skill, or Behavior I Want to Obtain, Practice, or Improve:**

- **Action Steps:**
- **Desired Results:**
- **Progress Made to Date:**

Handout 2: Professional Development Plan (Continued)

3. Knowledge, Skill, or Behavior I Want to Obtain, Practice, or Improve:

- **Action Steps:**

- **Desired Results:**

- **Progress Made to Date:**

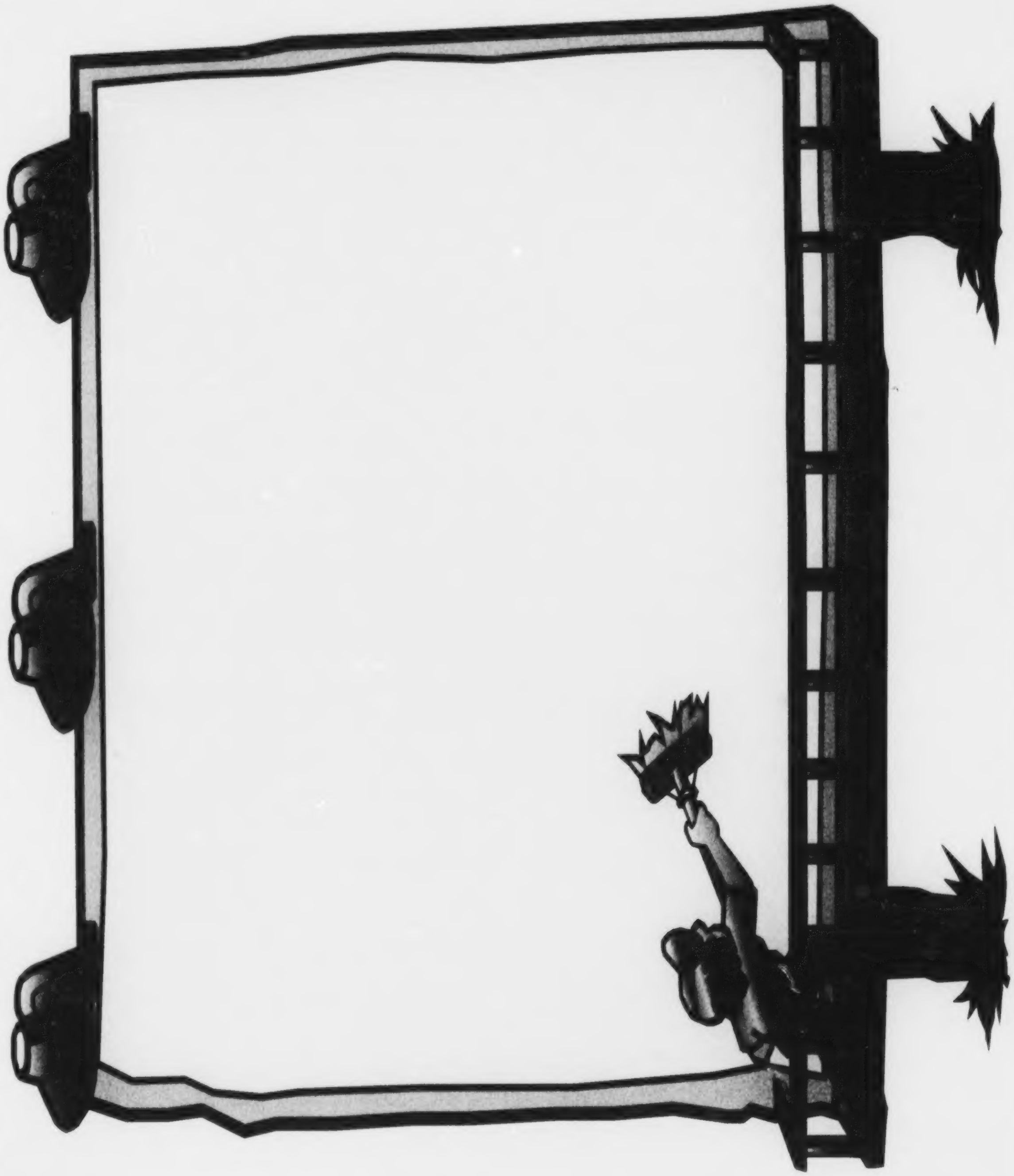
4. Knowledge, Skill, or Behavior I Want to Obtain, Practice, or Improve:

- **Action Steps:**

- **Desired Results:**

- **Progress Made to Date:**

Handout 3: Guiding Principles Billboard



Handout 4: A Head Start Leader Is a MOVER

Mentor

Effective leaders are committed to creating healthy relationships. They continually seek to provide conditions that help staff and parents have happy and productive lives. This means giving staff the time and support to try new ideas and to expect and embrace the mistakes that will come from experimentation. It also means devoting substantial time to issues of attitude, morale, and motivation and constantly finding new and meaningful ways to show respect, appreciation, and recognition to the people making it all happen.

Outreach

Effective Head Start leaders understand that they must lead within the program and in the external environment. They establish productive relationships with the community's business and educational leaders. They also seek opportunities for personal and professional growth.

Vision

In this context, "vision" is defined as an ideal and unique image of the future. Vision is a critical element of leadership because leaders are expected to create a climate of positive change within the program. In the strategic planning process, the first step is to create a shared vision. When a program has this ideal of how it wants to shape the future, all goals, objectives, and strategies have meaning. Everyone in the program understands why the changes are necessary; they have accepted the vision and understand their part.

Empower

One of the keys to effective leadership is the ability to empower people. According to Warren Bennis, *Empowerment is the collective effect of leadership. In [programs] with effective leaders, empowerment is most evident in four themes: people feel significant; learning and competence matter; people are part of a community; and work is exciting.*[1]

Role Model

Leaders are value driven. They base their decisions and actions on their internal ethical principles. Respected leaders know who they are and what they stand for. They inspire excellence in the program by modeling certain values such as trust, respect, creativity and innovation, conflict resolution, and collaboration.

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[1] Warren Bennis, *An Invented Life: Reflections on Leadership and Change* (Reading, MA: Addison-Wesley Publishing Co., 1993).

Handout 5: Leadership Myths

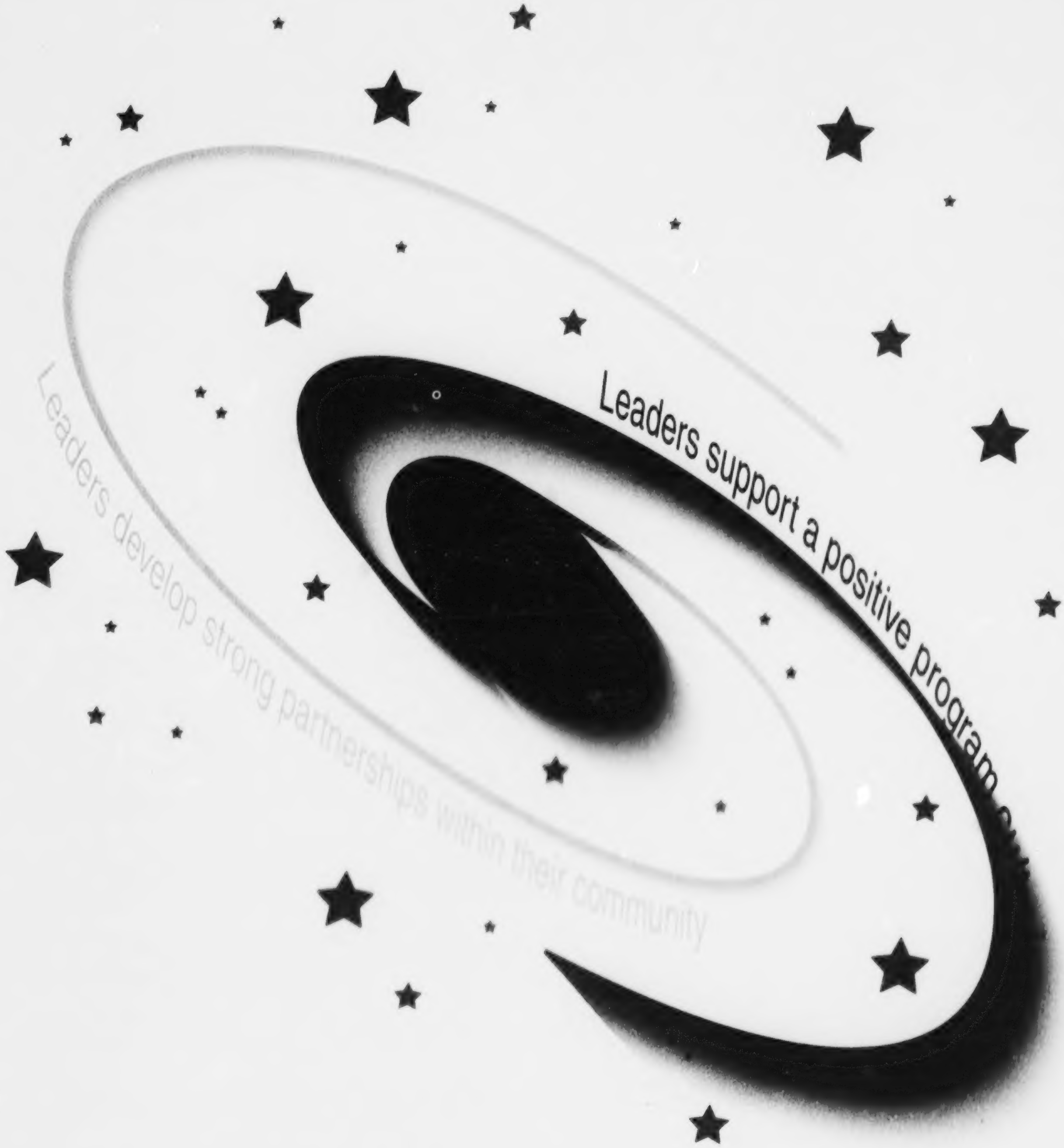
Myth 1: Leadership is a rare skill. Everyone has leadership potential, just as everyone has some level of ability in athletics, mechanical tasks, and the arts. Great leaders simply develop their potential just as great athletes train and talented performers rehearse. Leadership opportunities are plentiful and within the reach of most people. You can be a leader in one aspect of your life while having a different role in another part of your life. For instance, a teacher's assistant may also be an all-star coach; a driver/custodian may also be a Boy Scout or Girl Scout leader.

Myth 2: Leaders are born, not made. Several renowned leaders in the area of education and child advocacy had very modest beginnings. They attained leadership positions through hard work and experience. The major competencies of leadership can be learned through practice and experience. This may not be easy, and there is no simple do-it-yourself guide to leadership. However, for those who have prepared themselves and are willing to put forth the effort, leadership can be learned.

Myth 3: Leaders must be charismatic. Charisma is not a prerequisite for success as a leader. Leaders come in all shapes, sizes, colors, and cultural backgrounds. There are no requirements for any certain type of physical appearance, health, personality, or style.

Myth 4: Leadership exists only at the top of an organization. Have you noticed that the most successful organizations have many people who are willing and able to assume leadership positions? Think about the programs and organizations in your community. Perhaps one or two stand out as strong models of quality. Many leaders may exist in those programs and organizations, not just the director or executive director. Do these programs and organizations have several staff members who are outstanding in their field? Strong leadership breeds leaders. All levels of programs and organizations have plenty of room for leaders.

Myth 5: Leaders control, prod, and manipulate. Leadership should not be seen as an exercise of power, but rather as the empowerment of others. Good leaders do not need to control and manipulate others because they have aligned the energies of the staff and community behind an inspiring vision. These leaders have breathed motivation into others so that they can create their own goals to fulfill the common vision. People should accept leadership, not be coerced into following it. Good leaders lead by pulling, not by pushing; by inspiring, not by ordering; by enabling people to use their own initiative, not by constraining or controlling them; by creating realistic goals, not by setting unreasonable expectations; and by rewarding progress, not by ignoring achievements.


Leaders support a positive program
Leaders develop strong partnerships within their community

Influencing Organizational Culture

Outcomes

As a result of completing this module, participants will be able to:

- Recognize the characteristics of organizational culture
- Determine how leaders can influence the culture of their Head Start program
- Identify symptoms and causes of conflict and develop strategies to manage conflict within a program
- Determine additional leadership behaviors or skills to include in their Professional Development Plans

Key Concepts

- The critical characteristics of a Head Start culture include accepted behaviors, group norms, values, customs, and the basic assumptions and beliefs shared by all program members. The culture of the program is the framework that determines how people relate to each other and do their work.
- Strong Head Start leaders play a key role in *shaping* their programs' culture. They use strategies to ensure that the culture of their program supports good relationships that empower everyone to do his or her work.
- Acting as a **M**entor, engaging in **O**utreach, commiting to a shared **V**ision, **E**mpowering others, and being a **R**ole Model are the behaviors that leaders use to influence and support a positive program culture.
- Effective Head Start leaders recognize that conflict is a natural part of any culture. They use their communication skills to identify the symptoms and causes of conflict. They develop strategies that can manage and overcome internal program conflicts.
- Learning is a continuous process. Head Start leaders should constantly expand their interpersonal skills as they seek to influence and move their programs into the twenty-first century.

Background Information

The ability of Head Start directors, managers, and parent leaders to identify the qualities of strong leaders, recognize their own personal leadership skills and values, and assess how they practice those behaviors is crucial to understanding the task of leadership. However, if programs are to meet the challenges of the twenty-first century, leaders must ensure that all staff members and parents are prepared. Not only must leaders work through others to achieve program objectives and goals, but they must also understand how they shape the overall culture of their Head Start programs.

This module focuses on answering the following questions about the culture of Head Start programs: *How do leaders influence staff members and parents to develop the knowledge, skills, and values needed to operate a twenty-first-century Head Start program? What leadership dynamics in the Head Start culture sets the tone so everyone can participate fully in his or her job? What leadership behaviors and strategies can help manage conflicts within a Head Start program?*

Leading a program through continuous learning is also discussed as a strategy for developing strong, healthy programs that meet Head Start Program Performance Standards. Programs are required to provide ongoing training tools and support for staff members, parents, and consultants while serving the needs of children and families.

Meaning of Organizational Culture

Organizational culture is only one of the *interrelated parts* of a Head Start social system. This social system concept defines a quality service program as an organization or program with clearly defined parts that operate and communicate effectively in a collaborative manner. (See *Participating in the Management Process: Module 2* from the **Training Guides for the Head Start Learning Community** series for more information about the parts of a social system.)

When considering the culture of a program, ask questions such as *What values are represented in the program?* and *What values do parents and staff have in common?* The link between program values and personal values is an important part of the program culture within the Head Start social system.

One unique element of Head Start's culture is that it has always been a model of diversity. It represents a wonderful blending of races, languages, creeds, and social-economic-educational levels. Although Head Start programs contain various ethnic, linguistic, and social groups, they all work together and form the organizational culture. This organizational culture reflects several critical characteristics, including:[1]

- *Accepted behaviors* such as language, rituals, and demeanor that members of the organization follow when they interact
- *Norms* or *standards* that develop in working groups (acceptable daily behavior)
- *Values* such as quality, diversity, inclusion, and collaboration that are supported by the organization (collective beliefs about what is important)
- *Philosophies* that guide policies and procedures
- *Rules* and *customs* for getting along in the organization
- A *climate* that reflects how staff perceive different organizational practices

Impact of Culture

These characteristics include the basic assumptions and beliefs shared by all members of the organization and shape how the members perceive themselves and their environment. The culture is the framework used to resolve problems within the organization and the external environment.

Culture is community based. Head Start demonstrates how culture is an extension of the way people relate to one another internally and externally. The internal community of Head Start must take the lead and represent a strong and effective culture. Head Start culture depends on social interactions, communication, shared interests and responsibilities, collaboration, and friendships. *Head Start's organizational culture is the framework used to determine what is important and what is not.*[2]

The challenge for Head Start leaders is to influence and energize others within the culture to follow a shared vision. They must move their programs by emulating and supporting the behaviors and actions that create a strong, positive program culture that will thrive and forge ahead into the future.

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[1] Edgar H. Schein, *Organizational Culture and Leadership* (San Francisco: Jossey-Bass, 1987).

[2] Paula Jorde Bloom, *Blueprint for Action: Achieving Center-Based Change Through Staff Development* (Mount Rainier: Gryphon House, 1987).

Module 2

Shaping Organizational Culture

Leaders can influence organizational culture; they can shape and mold the values, basic assumptions, and beliefs shared by the members of the organization. They play key roles in ensuring that their programs' culture supports good relationships that empower everyone to do his or her work.

Effective Head Start leaders develop a variety of strategies to shape culture and influence positive relationships within their programs. Leaders who learn to affect culture through others do so by empowering people to build good relationships. The following strategies can help leaders build a positive and effective organizational culture.

1. Being a MOVER

Leaders use several techniques to mold a healthy Head Start culture and to tap into the energy and creativity of staff and parents. These techniques involve applying and integrating effective leadership behaviors throughout the program, including:

- Acting as a **M**entor—sharing knowledge and expertise gained from experience
- Facilitating **O**utreach within the program—ensuring communication among parents, staff, consultants, and every member of the organization promotes quality outcomes for children and families
- Establishing a shared **V**ision—guiding and motivating staff, parents, and collaborators in visualizing and sharing the excitement of building a better future for Head Start children and families
- Developing an **E**mpowered organization—nurturing a sense of self-worth and commitment to Head Start through active participation
- Being a **R**ole Model—modeling ethical and value-based behaviors, standards of conduct, and lifelong learning

2. Empowering Others

One of the keys to discovering the gold mine of energy and creativity in others is empowerment.

Empowerment is the collective effect of leadership. In Head Start programs with effective leadership, empowerment is most evident when these four values are present: people feel significant; learning and competence matter; people are part of a community; and work is exciting.[3]

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[3] Warren Bennis, "Why Leaders Can't Lead," *Training and Development Journal*, Vol. 43, No. 4 (April, 1989): 38.

- *People feel significant.* Everyone makes a contribution to the organization and knows that his or her contribution is important and valued by the other members of the unit. A classroom has two co-teachers who plan and implement programs together, not a teacher who plans and an aide who implements.

- *Learning and competence matter.* In a learning organization, it is safe to make a mistake; it is expected and viewed as a natural step in the learning process. A Head Start leader values learning and mastery. He or she conveys that message to everyone in the program by using performance reviews to identify staff training and professional development needs and by supporting education and training in every way.

- *People are part of a community.* One of the leader's most important jobs is to unify, to create a team of people working toward a shared vision. Head Start programs can do this through strong two-way communication between staff and parents, conducted on a regular basis, with respect for the cultural and ethnic backgrounds of all families and staff.

- *Work is exciting.* There is something special about working for Head Start that attracts people. The leader's challenge is to make sure that the work is stimulating and exciting by using his or her vision to motivate and energize the staff.

What does it mean to be empowered? Empowered people feel that they can control their survival. This means that they take full responsibility for their situations. They recognize and conduct themselves with feelings of personal power and control, flexibility, and trust from those serving in a leadership capacity.

Empowerment is evident when people from all levels of the organization are included in the decision-making process. They are empowered to manage and answer to their own achievements, challenges, and shortcomings. Empowering leaders influence others to agree on the rights and responsibilities of participating in a program.

Empowered Head Start staff and parents have an underlying purpose, goal, or vision of something worthwhile. They know they are an integral part of the program, and they commit themselves to achieving that purpose. They do not wait for things to get better before they start living their dream.

3. Fostering Good Communication

Communication is a critical element of organizational culture. The Head Start Program Performance Standards specify that grantee and delegate agencies must promote regular communication among all members of the program to facilitate quality outcomes for children and families.

At the programmatic level, leaders recognize the importance of regular, comprehensive communication between staff and parents, as well as the flow of timely and accurate information among parents, policy groups, staff, and the general community. However, at the individual level, leaders use communication as an effective tool for empowerment. Effective communication allows everyone to express his or her opinions, receive constructive feedback, and resolve conflicts. (See *Communicating with Parents* from the **Training Guides for the Head Start Learning Community** series for more information.)

4. Building Trust

When and how do we truly feel a sense of trust or comfort with a leader? How can a leader build a culture that supports trusting connections with groups of diverse people within the program? Building trust with staff, parents, and partners is essential to being an effective Head Start leader. Leaders practice the following skills to improve their trust-building capacity and their ability to appreciate the diversity of people:[4]

- *Being accessible.* Inviting others to contact you shows your trust, availability, and willingness to focus on their concerns.
- *Listening actively at every opportunity.* People know they are valued and respected when you listen to them.
- *Learning your constituents' stories.* When you pay attention to the storyteller, you can discover a great deal about his or her values, humor, feelings, and even how he or she feels about the program.
- *Keeping in touch.* You should meet and spend time with parents and all staff so you get to know them.

When staff, parents, and other program members trust one another and participate fully in program operations, leaders are able to promote a sense of commitment to that program.

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[4] James Kouzes and Barry Posner, *Credibility: How Leaders Gain and Lose It* (San Francisco: Jossey-Bass, 1993).

5. Managing Conflict

To manage their organizations' culture so that it supports core Head Start values and beliefs, leaders must understand and recognize the dynamics or conflicts within their programs. This also helps them understand and diagnose issues related to organizational culture. Leaders realize that conflicts cannot be ignored. They must be brought into the open and channeled into useful purposes with creative, productive solutions.

Conflict management is a key component of effective communication. Conflict and differences are inherent in every organization. When Head Start leaders understand that conflict is an extension of collaborating and that collaborating is an extension of understanding, they can appreciate the role that conflict and differences can play in creating a climate of acceptance and creativity.

Therefore, effective leaders often see conflict as an opportunity for change. They encourage contrary opinions as an important source of vitality. Effective leaders are comfortable with the notion that conflict is a natural part of being human. They make it work for the program first by recognizing and accepting disagreement and then by modeling a variety of strategies to analyze and manage the conflict.

How do Head Start leaders know when conflict exists within the program? Symptoms of conflicts include increased tensions among staff or parents, increased disagreements and complaints, avoidance among members, and increased blaming. When analyzing these symptoms, leaders recognize that the causes of most conflicts are:

- Misunderstandings or communication failures
- Value and goal differences
- Differences in methods or approaches to work
- Conflicting job roles and responsibilities
- Lack of spirit or cooperation
- Authority issues
- Noncompliance issues or differences in the interpretation of rules, policies, or standards

Effective leaders also plan a step-by-step process to assess and manage current conflicts. This strategy for managing conflict involves the following steps:

- Define the problem from all points of view
- State (to yourself) what you want or what you need
- Generate as many solutions as possible
- Test each idea and select the best solution(s)
- Write an action plan
- Act on your plan

Leaders analyze conflicts among others and determine what prevents a positive culture from being maintained within their programs. They also assist members in identifying how these conflicts affect the overall characteristics of the culture (norms, values, philosophies, rules, and climate).

In fulfilling their responsibilities, Head Start leaders often bring about needed changes that can cause tension and conflict. Effective leaders mold the shared beliefs and values that define the culture to facilitate how their organizations adapt to change and conflict and attain goals. (See *Effective Transition Practices: Facilitating Continuity* from the **Training Guides for the Head Start Learning Community** series for more information about how individuals deal with change.)

6. Valuing Learning

Empowerment and quality service cannot occur without a culture that values learning. In a learning organization, the leader is committed to creating conditions that enable people to have happy and productive lives.[5] This means giving staff the time and support to try new ideas and to learn from the mistakes that will come from experimentation. It means devoting substantial time to issues of attitude, morale, and motivation. It also means constantly finding new and meaningful ways to show respect, appreciation, and recognition for the people who make it all happen.

Within a learning organization, staff and parent leaders serve as models for excellence by engaging in leadership behaviors that encourage continuous improvement. This process begins as leaders who guide organizational culture foster effective leadership behaviors throughout their organizations and focus on empowerment. Leaders play key roles in ensuring that their programs' culture supports good relationships that empower everyone to do his or her work.

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[5] Peter Senge, "The Leader's New Work: Building Learning Organizations," *Sloan Management Review*, Vol. 32, No.1, (Fall 1990): 21.

Activity 2–1: Understanding an Organization's Culture

Purpose: Participants will identify the characteristics of organizational culture.

Materials:

Chart paper, markers
Overhead 1: Head Start's Organizational Culture Includes...
Handout 6: Las Casitas Head Start Program
One or two sheets of chart paper, prepared prior to the activity, listing the characteristics of culture (accepted behaviors, norms, values, philosophies, rules and customs, and climate) and their descriptions from the Background Information section.

Introduce Activity

1. Using the examples from the Background Information and *Overhead 1: Head Start's Organizational Culture Includes...*, discuss organizational culture. Explain that, for Head Start, *organizational culture is the framework used to determine what is important and what is not.*[6] Tell participants that, in this activity, they will identify the characteristics of the culture of a Head Start program.

Discuss Scenario

2. Have participants separate into small groups. Distribute a copy of *Handout 6: Las Casitas Head Start Program* to each participant. Have the groups read the scenario and respond to the questions. Invite members from each group to share their responses with the entire group.

The questions on Handout 6 are listed below:

- *What does this scenario tell you about the organizational culture of Las Casitas? Its accepted behaviors? Its norms? The values of staff? Its philosophies?*

  Some of the answers may include:

  — Learning about others and creating learning tools such as a vocabulary list to share information are examples of accepted behaviors and norms.

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[6] Based on Paula Jorde Bloom, *Blueprint for Action: Achieving Center-Based Change Through Staff Development* (Mount Rainier: Gryphon House, 1987).

- When Evita and Monique take the initiative and use their own means, resources, or creative ideas to obtain information about families, they create a climate of trust and empowerment. To further develop the norms of trust, empowerment, and communication, they involve the director on their team. They make recommendations for the others involved to develop future strategies.
- The scenario shows a lot of energy as participants get involved in whatever capacity they can, from the director and area specialists or coordinators to other staff members and parents. A team spirit is visible in this climate, internally and externally, as participants complete their initiative.
- Continually learning to keep up with technology and using it to search and obtain information are accepted approaches to work.
- The values demonstrated include diversity, collaboration and partnering, and inclusion to mainstream children and families from different ethnic and cultural groups.

Lead Final Discussion

- *What do you think the leaders of this program did to influence the organizational culture?*

Possible answers include:

- The director empowered Evita and Monique. They, in turn, empowered and trusted others.
- Evita and Monique reinforced the climate of learning and sharing information with others.
- The director was a strong role model because she led Evita and Monique to assist the new families. Evita and Monique served as role models for the others on the staff when they shared information and brought others onto the project to form a team.

Summarize

3. Conclude the activity by emphasizing the following points:

   - Leaders shape organizational culture by establishing and communicating values and beliefs.

- Leaders use a variety of activities and effective behaviors to mold a healthy organizational culture.
- Leaders bring about needed change by modeling the values that empower others to make the best decisions.

Activity 2–2: Shaping Organizational Culture

Purpose: Participants will identify strategies that leaders can use to shape the culture of their Head Start programs. These strategies will focus on how to strengthen relationships.

Materials:

Chart paper, markers
Handout 2: Professional Development Plan
Handout 7: MOVER Game Board
Three-by-five-inch multicolored self-stick notes
Cartoon stickers or toy prizes

Trainer Preparation Notes:

To prepare for the board game in this activity, obtain toy prizes or stickers, one for each participant. The prizes may be stress reduction toys from a dollar store or happy stickers.

Introduce Activity

1. Explain that a program's culture influences how people relate to one another. Say that strong leaders cultivate a *human connection to people* that enables them to gauge how others are interacting and what others need from them. The intuitive Head Start leader plays different roles and uses different strategies to build healthy relationships with members of the program. Leaders play key roles in ensuring that a program's culture supports good relationships that empower everyone. Explain that in this workshop, participants will identify and apply strategies that empower individuals and groups.

Review Empowerment

2. Using the Background Information, review how leaders use the **MOVER** behaviors (**M**entor, **O**utreach, **V**ision, **E**mpower, and **R**ole Model) to create an empowering organizational culture. Point out that four values are always evident in empowered organizations:

   - People feel significant.
   - Learning and competence matter.
   - People are part of a community.
   - Work is exciting.

3. Have participants take a few minutes to reflect on how they use various **MOVER** behaviors to shape the culture of their program and how these behaviors have empowered others in their program. Separate the participants into small groups.

Explain MOVER Game

4. Distribute a copy of *Handout 7: MOVER Game Board* and one package of multicolored self-stick notes to each group. Tell participants the game they are about to play is a variation of bingo.

   Have the groups replicate Handout 7 on chart paper. They should brainstorm examples of leadership strategies and activities represented in the **MOVER** acronym (**M**entor, **O**utreach, **V**ision, **E**mpower, and **R**ole Model) that would strengthen the relationships between the Head Start leader and staff, the policy council, the management team, the board of directors, and parents.

   They should list each strategy on a self-stick note of a different color. They should use one color for each behavior. (For example, they may choose to list the strategies for mentor on yellow, outreach on pink, vision on purple, and so on.) Next, have them place the self-stick notes in the appropriate boxes on the board.

Award Prizes During Game

5. Whenever a group completes five boxes in a row, they should call out "MOVER" to receive a prize. The game should continue until each team has filled all the cells on its board.

Discuss Strategies

6. Have each group select volunteers to share their strategies with the larger group. As each volunteer makes his or her report, list the strategies on chart paper.

   After the reports, lead a discussion with participants that responds to the questions below. Give individuals time to reflect on each question before beginning the discussion.

   - *Which strategies create an environment in which people feel significant?*
   - *Which strategies demonstrate that learning and competence matter in the organization?*
   - *Which strategies encourage people to feel a sense of belonging in the community?*

- *Which strategies make sure that work continues to be exciting and rewarding?*
- *How do you integrate these strategies into your work in Head Start?*
- *As a leader, how do you integrate successful leadership behaviors into the organizational culture and influence their development?*

Summarize

7. To conclude the activity, emphasize the following statements:

   - Overall, leaders use communication and trust to empower people. They communicate clear expectations and seek ideas from everyone.
   - Leaders foster a positive and empowering climate by respecting, understanding, and valuing every member within their organizations.

Finally, have participants add to *Handout 2: Professional Development Plan* one or two new strategies that can improve their skills in valuing and empowering others so they can continue their personal development from Module 1.

Activity 2–3: Guiding Organizational Culture

Purpose: Participants will assess the culture of their program. They will consider how the culture supports the **MOVER** behaviors. Participants will also analyze how the **MOVER** behaviors can be used to shape and improve the overall culture of the program.

Materials:
Handout 2: Professional Development Plan
Handout 8: Shaping Organizational Culture by Empowering Others

Introduce Activity

1. Begin this coaching session by discussing the techniques participants currently use to influence organizational culture. Note the techniques that empower other members of the program. Have the participants review *Handout 8: Shaping Organizational Culture by Empowering Others* and select the statements or activities that empower staff, parents, the policy council, the board of directors, and the management team.

Discuss Personal Examples

2. Ask participants to describe how they have applied these statements at work and how staff members and parents have reacted to each activity.

Review Selected Techniques

3. Have participants add other techniques to Handout 8 based on your discussion. Note strengths and areas that need improvement. Discuss additional ways that staff members, parents, the policy council, and the management team can be empowered by increasing specific leadership behaviors throughout the program. Ask participants:

   - *Which techniques create an environment in which people feel significant?*
   - *Which techniques demonstrate that learning and competence matter in the organization?*
   - *Which techniques help people feel a sense of belonging in the community?*
   - *Which techniques ensure that work continues to be exciting and rewarding?*

Close Activity

4. Conclude the coaching session by helping participants identify new leadership techniques they would like to practice. List action steps for implementing those techniques in the Professional Development Plan.

Activity 2–4: High Road to Managing Conflict

Purpose: Participants will recognize that conflict is a natural process within an organization. They will identify the symptoms and causes of conflict and develop strategies to manage a conflict situation within a Head Start program.

Materials:

Chart paper, markers
Handout 2: Professional Development Plan
Handout 9: The Demoralized Team
Handout 10: Conflict Management—Symptoms and Causes
Handout 11: Conflict Management Strategies

Introduce Activity

1. Begin the activity by explaining that strong leaders use effective communication skills and trust to create a healthy program culture. Explain that conflict is a natural process within all organizations. Furthermore, differences can be expected in Head Start, where diverse cultures, character types, and social backgrounds interact. Properly managed conflict can be of significant value to the organization; it can

create positive change, learning, and growth. Tell participants that in this activity they will identify the symptoms, causes, and strategies for managing conflict situations.

2. Distribute *Handout 9: The Demoralized Team* to each participant. Have participants read Handout 9 to themselves.

Review Scenario for Symptoms

3. Distribute *Handout 10: Conflict Management—Symptoms and Causes.* Have participants form small groups. Ask the groups to use Handouts 9 and 10 to identify the symptoms and causes of conflict within the scenario. They should also be prepared to report their answers to the larger group.

Discuss Conflict Symptoms and Causes

4. Reconvene the entire group and debrief the symptoms and causes of conflict in the scenario. Have each group take turns reporting the symptoms and causes that they identified.

   Lead a discussion and ask the following questions from Handout 9:

   - *What seemed to be the primary cause(s) of the conflict?*
   - *How would you describe the degree of trust within this team? What actions or behaviors can you give as examples?*

Identify Strategies to Manage Conflict

5. Distribute *Handout 11: Conflict Management Strategies.* Have participants form their small groups again. Ask them to review Part I and complete Part II. Explain to participants that they need to consider each individual's point of view as best they can when answering the questions in Handout 11. Remind the groups that they will only complete the first three steps of Handout 11 for the scenario. They should again be prepared to report their answers.

Review Background for Conflict Strategies

6. Remind participants that not only do communication and trust play vital roles in dealing with conflict, but the **MOVER** behaviors (**M**entor, **O**utreach, **V**ision, **E**mpower, and **R**ole Model) can be used to influence and manage conflict in a constructive manner.

Rewrite the Script

7. Ask participants to work in their small groups to rewrite the script for the staff members in the Demoralized Team scenario, keeping the background the same. Refer each group to Handout 11, the positive, influencing leadership behaviors, and **MOVER** behaviors discussed in this activity.

Give participants fifteen minutes to rewrite the script using page two of *Handout 9: The Demoralized Team*. When all groups have finished, allow some of them to read their new scripts.

Lead Final Discussion

8. Lead the final discussion by asking the following questions:

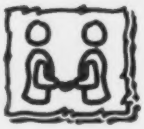
- *What conflict management leadership strategies and behaviors did you recognize in the new scripts that were written?*
- *How can the leaders in the revised scripts provide a positive, more healthy influence for their programs' culture?*

Record these answers on chart paper.

Conclude the activity by emphasizing the following:

- Conflict in organizations is normal and can teach valuable lessons if managed properly.
- Solutions to conflict situations should always be mutually beneficial and mutually satisfying.
- Trust and respect are essential for open communication and to ensure conflicts are resolved.

Activity 2–5: Conflict Management Approaches



Purpose: Participants will recognize that conflict is a natural part of implementing program changes and shaping culture. They will identify symptoms, causes, and strategies for managing conflict.

Materials:

Paper, pens
Handout 10: Conflict Management—Symptoms and Causes
Handout 11: Conflict Management Strategies

Introduce Activity

1. Using the Background Information, discuss how leaders use effective communication and trust to create a healthy program culture. Point out that conflict management is an important task for leaders.

Discuss Conflict Management

2. Ask participants to list the symptoms and causes of the conflicts that they experience most often. Have them list and then discuss with you how they typically manage a conflict situation. Discuss the results they usually have with their approaches to conflict situations.

Review Symptoms, Causes, and Strategies of Conflict

3. Distribute *Handout 10: Conflict Management—Symptoms and Causes* and *Handout 11: Conflict Management Strategies, Part I* to participants. Have them read both handouts. Briefly discuss each handout.

   Ask participants about their reactions to the information about symptoms, causes, and strategies. Ask:

   - *Which causes and symptoms are probably the most challenging for you? Why?*
   - *Why do you think the problem should be first defined by considering the differences and/or perceptions among others?*
   - *Why should those involved in the conflict meet to discuss what will occur if nothing is done to resolve the current situation?*
   - *Why must those involved in the conflict have the same understanding of the source of the conflict?*
   - *What strategies from Handout 11 have you used in the past? How did it go?*

Describe a Conflict

4. Ask participants to select one recent work-related conflict that involved them. Have them write a brief description of the situation, noting the issues, feelings, perceptions, and trust issues of those involved. Have participants play the role of a neutral third party and use Handouts 10 and 11 to identify symptoms, causes, and possible strategies for the conflict.

Discuss and Close Activity

5. Have participants share their responses with you. Provide feedback and discuss how the process facilitates open communication and trust. Help participants select one technique that they can work on as part of their Professional Development Plans.

Activity 2–6: Feedback and Follow-up: Professional Development Plan

Purpose: Participants will continue to work on their Professional Development Plans. They will establish additional goals for shaping the culture of their organization and creating healthy relationships within the program.

Materials:

Before the activity, ask participants to bring their Leadership Journals and *Handout 2: Professional Development Plan* that they completed in earlier activities.

Review Development Entries

1. Ask participants to reflect for a few minutes on the information provided in this module and how they will use it in their work. Have them review the skills, knowledge, and strategies from this module that they included on *Handout 2: Professional Development Plan.* Discuss the challenges of these skills and strategies. Participants may also want to review their journal entries and reflect on their meaning.

Select Goals and Action Steps

2. Help participants prioritize and schedule short- and long-term goals for practicing the skills and behaviors from this module. Include dates for achieving the goals. Have participants select and list in their Leadership Journals special activities to complete, projects and program events to lead, and resources to review.

Discuss Supportive Network

3. Explain that as adult learners, we are more likely to apply new concepts, skills, and behaviors if we have a network of relationships that provides support and encouragement. Ask participants to think of other members in the training who could benefit from their support and those who could assist them.

Select Training Contacts

4. Have the participants identify four people—two who could benefit from their support and two who could assist them. Ask participants to record the names and phone numbers of these people in their Leadership Journals. Suggest that they set a date to contact each person.

Summarize

5. Conclude this exercise by noting that learning and development is an ongoing process.

Next Steps: Ideas to Extend Practice

Participants working independently or with other staff can build on the skills they developed through this guide by completing the activities listed below.

- A supportive program that empowers everyone to implement the Head Start Program Performance Standards begins with leaders who understand how to motivate and build healthy relationships. Have participants work with other staff members, parents, and the management team to plan an event that celebrates some of the program's recent successes.

  Emphasize that the planned event should include as many members of the program as possible and it should reinforce the concept of empowering people through motivation, recognition, and participation in innovative, quality endeavors. In addition, suggest that participants pay close attention to how they celebrate achievements and reward performance in creative ways.

- The Head Start Program Performance Standards require that grantee and delegate agencies establish written procedures for resolving internal disputes. Leaders play key roles in guiding this process and modeling effective communication techniques. For a week or more, have participants record in their Leadership Journals how other staff and parents resolve disputes and conflict. Emphasize that those involved in the process must listen actively so they can obtain the information they need to effectively resolve disputes and conflict. Each person must be open to hearing the facts and issues, as well as exploring the feelings and perceptions of others.

- To improve communication within a program and perhaps avoid some conflicts, participants can work with others to create a communication booklet titled *The Top Ten Hit List—How We Communicate and Manage Difficult Situations.* Suggest that participants send out to staff a list of ten to fifteen problems, topics, or issues that typically cause conflict. Ask staff to recommend solutions to these problems within a specified time period. Collect the best answers in a looseleaf notebook and place it in a central location. Compliment staff on their creative responses and encourage them to consult this notebook when conflicts arise. Finally, participants can remind staff that new issues arise regularly and that they can update the notebook with new solutions.

- Reflecting on how we feel during a conflict is often helpful. Yet, at the time of the conflict itself, we think only about reacting. For this activity, participants may want to have old magazines, colored paper, scissors, glue, and markers. They may also only want pencil and paper.

Ask participants to close their eyes and think about a time when they were recently involved in a conflict. Read the following questions slowly:

- *Who was involved?*
- *What events led to the conflict?*
- *What were your feelings?*
- *What happened?*
- *What feelings remain with you?*

After thinking about these questions, ask participants to create a collage or representation of their feelings using the materials they have gathered. They may want to express their thoughts in verse or prose. Have participants discuss their responses or artwork with you.

- To encourage participation in ongoing professional development and learning, suggest that various staff members offer workshops related to the information in this module throughout the year. They can use the **Resources** section at the back of this guide for workshop topics. In some cases, the presenters may want to present a topic that is related to their area of expertise but still relevant to running a program with a strong, positive, learning culture. This activity will broaden the skills of those giving the workshops and maintain the philosophy of continuous learning. Some individuals may even want to team teach or share these sessions with other centers.

Overhead 1: Head Start's Organizational Culture Includes…

☞ *Accepted Behaviors:*	**What are accepted language, rituals, and demeanor?**
☞ *Norms or Standards:*	**What is acceptable in daily behavior?**
☞ *Values:*	**What are the collective beliefs about what is important?**
☞ *Philosophies:*	**What guides policies and procedures?**
☞ *Rules and Customs:*	**What is professional conduct and accepted practices?**
☞ *Climate:*	**What are the collective perceptions about the organization?**

Handout 6: Las Casitas Head Start Program

Las Casitas Head Start program serves migrant farmworker families during the fruit and vegetable harvest season. There are many infants and toddlers in the program: Nearly 70 percent of the children are under the age of three. They are primarily Mexican families, but also include several Haitian, African American, and Anglo-American families. Las Casitas Head Start staff members represent each culture served by the program.

During a staff meeting, Evita mentioned that three new families with preschool children had moved into the housing complex where some of the Haitian and Mexican families live. The new families were from Guatemala, but they did not speak Spanish; they had their own Indian dialect and customs. Evita asked if anyone on the staff could communicate with them because someone who understood their language and culture should invite them to enroll in the program. No staff members knew anything about this particular culture.

The director asked for volunteers to research the Guatemalan culture and try to locate an interpreter in the community. Evita volunteered and agreed to get back to the director by the end of the week with some ideas or recommendations. Monique offered to help her.

Evita made calls to churches and social services agencies. She began to learn about where the families came from and found out that they spoke an Indian dialect called Q'ueqchí (KEE-chay). Monique used her technological skills to gather some information from the Internet about traditional Quiché-Mayan (KEE-chay MAH-yan) culture and the Q'ueqchí language. They found out that a community health nurse in the next town might be able to interpret for them because she had spent two years in Guatemala as a Peace Corps Volunteer.

Reporting back to the director two days later, Evita and Monique recommended forming a team that could create a strategy to reach out and invite these new families to join the program. The director agreed, knowing that the program must offer some signs of familiarity to welcome them. The director joined the team and asked staff from the child development, health, and family partnerships areas to join the team.

They met the next morning to plan a strategy for creating a welcome environment for the Guatemalan families. They started with a vision statement about how the diversity of Las Casitas Head Start is its greatest strength. Next, they brainstormed ways to involve a variety of community organizations in pooling resources and benefits. The director wanted to learn some words and phrases in Q'ueqchí; she had already made a few labels using the vocabulary list that Monique had circulated and posted in the classrooms.

The center's staff was now ready to contact the new families. More Quiché-Mayan families had moved into the housing complex, and the Guatemalan community was growing. A dozen children were enrolled in Las Casitas center. Occasionally, a few mothers would come to the center and teach others how to make tortillas. Staff began to learn about Central America, the Mayan Indians, and the native traditions of their newly enrolled families.

Handout 6: Las Casitas Head Start Program (Continued)

Las Casitas Head Start now serves five distinct ethnic groups. The classroom bulletin boards have colorful displays of many different cultural heritages. The parent committees have many plans for sharing traditions and customs. The chair of the policy council, who is from Haiti, says Las Casitas Head Start could teach the United Nations a few things about building on the strengths of a diverse group!

- **What does this scenario tell you about the organizational culture of Las Casitas? Its accepted behaviors? Its norms? The values of staff? Its philosophies?**

- **What do you think the leaders of this program did to influence the organizational culture?**

Handout 7: MOVER Game Board

	M Mentor	O Outreach	V Vision	E Empower	R Role Model
Staff	*Develop career development contracts that include one-on-one monthly meetings.*				
Parents		*Create opportunities for all parents to take on responsibilities and show commitment.*			
Management Team			**FREE**		
Policy Council				*Provide timely information. Cultivate an environment of trust and respect.*	
Board of Directors					*Encourage networking and develop a process for maintaining an effective group.*

Handout 8: Shaping Organizational Culture by Empowering Others*

Self-Development Techniques:

- Practice ongoing self-awareness through review of past experiences, personal strengths, and competencies
- Allow time for personal growth and self-development
- Increase willingness to develop new behaviors
- Develop patience with self and others

One-on-One Techniques:

- Share positive experiences of empowerment
- Develop patience with self and others
- Cultivate openness to give, receive, and request feedback
- Delegate key tasks, power to make decisions, and responsibility

Group Interaction Techniques:

- Nurture a climate of collaboration, acceptance, support, and enjoyment
- Share group and individual successes programwide
- Encourage others to be active participants
- Identify and clarify common goals

Leadership Techniques:

- Plan for changing organizational culture
- Model belief and trust in people
- Clarify organizational values
- Encourage individual and program growth and development

Programmatic Techniques:

- Establish open communication channels
- Create workflow patterns that allow for quality, innovation, and creativity
- Promote information sharing throughout the program
- Provide opportunities for staff and parents to take on professional responsibilities and personal commitments

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* Adapted from Judith Vogt and Kenneth Murrell. *Empowerment in Organizations: How to Spark Exceptional Performance* (San Diego, CA: University Associates, Inc., 1990), pp. 100–105.

Handout 9: The Demoralized Team

Every year, the Head Start staff prepare for family recruitment and registration by offering a "one-stop shopping" day. Parents are invited to spend a half hour or a half day learning about a range of services available to them through the Head Start program. Parents can learn about clinics and physicians who can become their child's primary provider by providing physical exams, immunizations, screenings, and sick child care. An eligibility worker would attend to help eligible families apply for Medicaid, WIC, and other services. Parents can also learn about extended-day child care programs, find out about transportation needs, and attend a dozen short workshops on topics such as literacy and job training programs, healthy diet recipes, and support groups.

Two days before the event, the project planning team runs into trouble. Kathy is blaming Vanessa for not sending out the notices in time to notify the participating community agencies. Darlene agreed to line up transportation for families that needed it, but she never followed through on her promise. The teachers do not have enough information to pass on to the parents who ask about the event. Billy rejects any idea that is presented for fixing this disaster, saying it is too late and nothing will work now.

When you agree to be a part of a team, you have to carry your share of the work, Kathy said, looking at Vanessa. *It isn't fair to the rest of us when one person always messes up.*

You have no right to blame me, replied Vanessa. *We couldn't meet as often as we needed to because everyone's schedule was full of other projects. And when we did meet, no one listened to my suggestions.*

Well, I think we should cancel the whole thing at this late date, suggested Billy. *We can't pull it off with the poor attitude we have on the team. Darlene's idea for transportation doesn't have enough lead time. The teachers have a negative perspective of the event because they didn't get enough information about it.*

Canceling is not an option, and you know it, Billy, retorted Kathy. *You are supposed to be the team leader, but you aren't open to anything. We met with the teachers this morning and gave them flyers. If we need to consider a different approach to transporting the families, then let's do it. I am tired of people not following through and making us all look bad. And besides, I know you were criticizing some of us to the director.*

What seems to be the primary cause(s) of the conflict?

How would you describe the degree of trust within this team? What actions or behaviors can you give as examples?

Handout 9: The Demoralized Team
(Continued)

Identify leadership strategies, MOVER behaviors, and conflict management strategies to positively change this situation.

LEADERSHIP STRATEGIES AND MOVER BEHAVIORS:

CONFLICT STRATEGIES/QUESTIONS USED:

Handout 9: The Demoralized Team
(Continued)

ROLE PLAY SCRIPT:

Kathy

"

"

Vanessa

"

"

Darlene

"

"

Billy

"

"

Handout 10: Conflict Management—Symptoms and Causes

SYMPTOMS OF CONFLICT:

- Increased tension among leadership teams, policy groups, management teams, staff, or parents
- Increased disagreements and complaints
- Avoidance among program members
- Increased blaming

CAUSES OF CONFLICT:

- Misunderstanding or communication failures
- Value and goal differences
- Differences over methods/ approaches to work
- Conflicts in job roles/ responsibilities
- Lack of team spirit/ cooperation
- Authority issues
- Noncompliance issues or differences in interpretation of policies or standards of work

Handout 11: Conflict Management Strategies
Part I

Step 6: Act

[Agree on the best solution in small steps; build in an evaluation in specific time frames.]

Step 5: Write a Contingency Plan

- ☐ What will the second plan be if the first plan does not work? [Agree on how to renegotiate.]

Step 4: Test Proposed Solutions [The test questions are used for each possible solution.]

- ☐ Is there a common understanding of the idea?
- ☐ Is it realistic?
- ☐ Do all staff members have the needed commitment?
- ☐ What could go wrong?

Step 3: List Possible Solutions

- ☐ What are they individually?

[Discuss and list all solutions in order of priority for all staff members.]

Step 2: State Needs

- ☐ What is each member's statement or interpretation of what he or she wants most as a collaborative, group goal?
- ☐ Do all statements match an understanding of what the conflict is?

Step 1: Define Problem

- ☐ What is happening?
- ☐ What are the differences and/or perceptions among the members?
- ☐ How would each individual like things to be?
- ☐ Why is the change or action necessary? What could be the consequences if nothing is done?

Handout 11: Conflict Management Strategies
Part II

Step 1: Define the Problem	Step 2: State Needs	Step 3: List Possible Solutions

Leaders develop strong partnerships within their community

Leaders support a positive program culture

Positioning Head Start for the Future

Outcomes

After completing this module, participants will be able to:

- Create a vision that affirms their program's role and direction for the future
- Develop and articulate an inspirational message that emphasizes the benefits of Head Start to the community
- Apply innovative approaches to meeting program objectives
- Recognize strategies that promote community partnerships
- Identify additional skills, knowledge, and behaviors that they can include in their Professional Development Plans

Key Concepts

- Dynamic leaders have a unique *vision* for the future of their programs. This vision provides the focus and direction for the services programs provide.
- Leaders know how to *communicate the vision* for their programs to Head Start staff and members of the community. They strive to *inspire others* to share in achieving it.
- Ensuring that children and families receive quality services requires leaders to advocate for their programs. They continually seek to *develop partnerships* by working with the community to build trust and integrate strategies that benefit everyone.
- Leaders are *change agents*. They are risk-takers who seek innovative approaches to developing their programs and improving how they relate to the community.

Background Information

Leaders who can position their Head Start programs for the future embody several qualities. They serve as **M**entors to their staff and community partners, encouraging communication and collaboration to create and sustain trusting relationships. They promote **O**utreach, bringing community institutions together on behalf of low-income children and families. They are clear about their programs' **V**ision and can express it so that others want to be a part of it. The shared vision **E**mpowers others to experiment and take the risks needed for innovative projects. And they always act as **R**ole Models, showing by example how to forge partnerships founded on the Head Start goal of promoting the social competence of children. To sustain Head Start as a symbol of hope for a better life for children and their families, leaders must be **MOVER**s who are ready and able to move the program into a flourishing future.

Module 3 focuses on the fundamental skills leaders need to position their Head Start programs for the future.

Visioning

The ability to see future possibilities is a critical element of leadership. This capacity is called *visioning*; it may also be called envisioning, imagining, even dreaming about what the organization will look like in the future. What a vision does is remarkable; a clear vision that is communicated and shared by others creates a direction for the future and provides a framework for today's activities.

Dynamic leaders have a unique vision for the future of their programs. These leaders have a clear vision of how things should be. Their vision provides the focus and direction for the services their programs provide.

How do Head Start leaders begin to envision the future? It can begin with a vague desire to do something that would challenge them and others. The internal energy around this idea encourages more and more thinking, enabling them to dream about and clarify what they really want to happen. Leaders begin to sense what the organization or project would look like, feel like, and be like. The image of the future program takes shape in their minds. The vague notion becomes crystallized into something concrete that they can write down, draw, or express in some way. This process has probably happened to all of us many times.

Each of us has the capacity to invent some aspect of the future. Ask yourself this question, *Would I rather invent the future or just experience the future?* Those grantees that have recently added new programs such as a transition project, a family service center, or an Early Head Start program had someone who could take a dream, share it, and build the necessary partnerships to create a new reality. (See *Leading the Way: Disabilities Services and the Management Team* from the **Training Guides for the Head Start Learning Community** series for more information on how program leaders create new realities.)

Inspiring Others

Effective leaders are able to create a vision and, just as important, communicate the vision in a way that *inspires others* to want to be a part of it. *Why is it important to communicate the vision and enlist others to support it?* When Head Start leaders can translate the vision into a reason for being for each staff person and family member in the program, everyone has a part in the vision and can accept it. Leaders strive to communicate what others can embrace and support as their own ideal. This ownership gives potency and power to the vision. It produces positive results. It helps the dream become a reality.

How do dynamic leaders effectively communicate their vision? They articulate the vision into a philosophy that is easy to grasp and understand—a concept that has meaning to every parent, staff person, and member of the community.

To communicate in a way that moves others to share the vision, leaders appeal to a common purpose, communicate expressively, and have a sincere belief in what they are saying. In other words, they know how to connect with their audience and how to communicate their ideas clearly.

They do this by using language and cultural metaphors that individuals can relate to; they relate to each individual's cares, concerns, and work. They make contact with parents, program staff, volunteers, and the local community, attempting to understand their concerns and the impact the vision has on them.

This "high touch" approach distinguishes outstanding leaders. Being able to relate to the personal concerns of individuals builds trust and promotes a desire to be part of the team. Developing trusting relationships is extremely important so leaders can effectively forge community partnerships and collaborative goals.

The Advisory Committee on Head Start Quality and Expansion had a vision: An expanded and renewed Head Start that serves as a central community institution for low-income children and their families in every American community. This vision requires leaders to form alliances with all sectors of the community and to communicate how these partnerships are mutually beneficial to everyone. Head Start partnerships allow organizations to make a positive investment in the future of the entire community.

In the leadership role envisioned by the Advisory Committee, Head Start will play a central role in emerging national initiatives such as health care reform, education reform, family preservation and support, and welfare reform. This vision has already started to take shape, with many state collaboration offices propelling Head Start's concerns for children and families into state and national priorities.

Local programs must also forge partnerships that are constantly renewed and recrafted to meet changes in families, communities, and state and national policies. The Head Start Program Performance Standards require grantees to participate in community planning, to encourage strong communication and cooperation, and to share information among community partners. This vision is a widely expanded leadership role for a Head Start program.

How can Head Start leaders meet this mandate of establishing ongoing collaborative relationships with community organizations?

- They can form or join local networks and coalitions that promote the needs of children and families.
- They can seek to expand representation on the board of directors and policy council to include representatives from community health care providers, agencies that serve children with disabilities, family preservation and support services, child protective services, local elementary schools, libraries, museums, and other child care providers.
- They can participate on commissions, task forces, or advisory boards at the local and state levels, or they can at least influence these bodies on behalf of Head Start children and families.
- They can build community awareness and support by planning special events and speaking to civic groups about program needs and projects for children and families.

Acting as Change Agents

When leaders reach out to the community, they create the strong partnerships that local programs need to fulfill another important leadership role—the role of *change agents*. In Head Start, this means that leaders must challenge the status quo—business cannot continue as usual. Head Start leaders must seek challenging opportunities for themselves and their programs to change, grow, innovate, and improve. Is any program so good that it cannot become better? Innovative leaders never rest on their past accomplishments; they are always looking for ways to improve services and policies. They break free of the routine. They actively search for something new. They take risks.

This can be done by constantly questioning routine procedures. Are they working well? What changes can be made to make them better for children, parents, or staff? Ask the staff, children, and parents for their suggestions because they feel the impact of the procedures or routines and can be a source for ideas. By example, the innovative leader can help others in the program break useless old habits and look for projects that are fun, exciting, and challenging.

Taking Risks

Building leadership in the program and the community requires experimentation and risk, with the understanding that mistakes are lessons to learn from. *Taking risks* invites some mistakes, some degree of error or failure. Strong leaders have experienced failure, but they have learned from their mistakes and grown in the process. Innovative leaders allow children, families, and staff to learn from their own mistakes.

To implement the Head Start Program Performance Standards, Head Start leaders clearly need to establish community partnerships, promote access to community services for children and families, and ensure that the Head Start program responds to community needs. This module offers techniques that leaders can use to enhance their skills in establishing partnerships to promote the needs of children and families. (See *Community Partnerships: Working Together* from the **Training Guides for the Head Start Learning Community** series for more information about using comprehensive, programwide processes to facilitate community collaboration.)

Activity 3–1: Creating a Shared Vision

Purpose: In this activity, participants will develop a shared vision statement. This vision statement will provide the focus and direction for identifying the services their program must provide to meet future challenges.

Materials:

Chart paper, markers
Leadership Journal
Twelve peel-off name labels
Colored markers
Glue stick
Eight-inch squares of muslin or light, solid-colored cotton fabric

Trainer Preparation Notes:

1. Write and post the following questions on chart paper:
   - *What services would our program provide if we could overcome all of today's challenges?*
   - *What must we do to provide a better world for the children and families in our program?*
2. Prepare eight-inch squares of muslin or a light, solid-colored cotton fabric. Have at least one square for each participant.

Module 3

Introduce Activity

1. Refer to the Background Information on vision. Emphasize the following:

   - Leaders are responsible for ensuring that their programs have a unique vision of the future.
   - This vision provides the focus (and direction) for planning the services identified in the Community Assessment process—the services your Head Start program must provide to meet future challenges.
   - The vision serves as the bridge to the future.
   - When a program's vision is clear, it is easier for everyone to work together toward a common goal.

Brainstorm Vision

2. Tell participants that they will work together to begin describing the *Vision* for their program. Brainstorm the answers to the following questions. Chart the responses.

   - *What services would our program provide if we could overcome all of today's challenges?*
   - *What must we do to provide a better world for the children and families in our program?*

Write Individual Vision

3. Instruct individuals to review the answers listed on the chart paper during the brainstorming activity. Ask them to write in their Leadership Journals a vision statement that reflects their responses to the questions on the chart paper. The vision statement may consist of several sentences.

   Distribute the peel-off labels and squares of fabric. Ask participants to write their vision statements on the labels and attach them to the fabric squares.

Represent Vision of Groups

4. Separate participants into groups. Have them read to their groups the vision statements that they attached to the fabric squares. Have the groups decide how to fasten their fabric pieces into quilts. Ask the groups to review the visions represented on their quilts and write at least one vision statement that encompasses the ideas on their quilts. They can decorate the quilts and name them. Collect all the quilts and display them around the room. Have a spokesperson from each group read the vision statement to the entire group.

Write Shared Vision

5. Help the group write a shared vision statement. To guide them, ask:

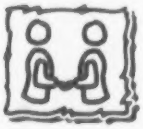
   - *Are there common themes represented in these quilts?*
   - *What vision is represented in all of these themes?*
   - *What challenges will we need to overcome in the future?*
   - *How does this vision fit with the information we learn from community assessments?*

Record in Leadership Journals

6. Ask participants to think about what each of them can do to achieve the vision. Tell them to answer the following in their journals:

   - *What am I already doing to achieve the vision?*
   - *What can I begin to do to achieve the vision?*

Activity 3–2: What Am I Here to Do?



Purpose: In this activity, participants will write a vision statement for their Head Start program. This statement will provide the focus and direction for identifying the services their program must provide to meet future challenges.

Materials:

Chart paper, markers
Leadership Journal

Coach Preparation Notes:

Prepare three pieces of chart paper, with one of the following questions at the top of each:

- *What is the "something" that you are here to do?*
- *What challenges are the children and families in the Head Start community facing?*
- *What services must your program provide to overcome these challenges?*

Introduce Activity

1. Refer to the Background Information on visioning. Emphasize the following:

   - Leaders are responsible for ensuring that their programs have a unique vision of the future.
   - This vision provides the focus and direction for identifying the services a Head Start program must provide to meet future challenges.
   - The vision serves as the bridge to the future.
   - When a program's vision is clear, it is easy for everyone to work together toward a common goal.

Reflect on Head Start Program

2. Ask participants to answer the following questions in their Leadership Journals:

   - *Am I here for something to do?*
   - *Am I here to do something?*

   Discuss their responses. Continue the discussion by asking:

   - *What is the "something" that you are here to do?*
   - *What challenges are the children and families in the Head Start community facing?*
   - *What services must your program provide to overcome these challenges?*

   Record their responses on chart paper.

Write a Vision Statement

3. Give participants time to review the answers listed on the chart paper. Ask them to write in their Leadership Journals a vision statement that puts into words *what they want for their program in the future*. The vision may consist of several sentences.

Share Vision Statements

4. Discuss how they can arrange to discuss their visions with other program leaders. The discussion should also include the visions that other leaders have for the program. In addition, discuss how the leaders can communicate their visions to all parents, staff, and volunteers.

Activity 3–3: Five Minutes of Inspiration

Purpose: In this activity, participants will practice ways to communicate their program's vision so they can inspire others to embrace it.

Materials:

Handout 12: Guidelines for Communicating the Head Start Vision
Handout 13: Planning an Inspirational Message Worksheet

Trainer Preparation Notes:

To prepare for this workshop, ask participants to do the following:

- Bring the shared vision statements they prepared in Activity 3–1
- Bring something to the session that has greatly inspired them and influenced their thinking and behavior, for example, a poem or a speech. (If participants heard an inspiring speech but do not have a copy of it, they should be prepared to discuss its content and the person who delivered it.)

Optional Presentation Schedule

This workshop can be presented in two sessions. If a two-session schedule is selected, use Session 1 to plan an inspirational message and use Session 2 to practice delivering that message.

Optional Session 1: Introduce the Activity

1. Ask participants to share the inspirational object they brought to the workshop. Tell them to explain why it is inspirational.

Analyze Inspirational Speakers

2. Ask participants to think of a speaker who inspired them. Ask, *Why was the speaker so inspiring?* Possible answers could include the following:
   - *He painted a vivid picture.*
   - *Her examples were familiar. I could relate to them.*
   - *He talked about traditional values.*
   - *She appealed to everyone—different parts of the country, all ages, both sexes, major religions.*
   - *Her emotion and passion were evident. She spoke with conviction about her dream.*

Discuss Elements of Effective Communication

3. Refer to the Background Information under *Inspiring Others*, *Acting as Change Agents*, and *Taking Risks*. Emphasize that leaders inspire others by communicating their visions so many people can relate to them. They articulate how other members of the community benefit when the Head Start vision is achieved. Leaders can be change agents and foster community partnerships when they talk about Head Start. Explain that leaders can schedule one-on-one meetings with community leaders to deliver an inspirational message. In addition, leaders can give presentations at meetings and fundraisers.

   Using *Handout 12: Guidelines for Communicating the Head Start Vision*, discuss ways to organize and deliver an inspirational message.

Draft Inspirational Message

4. Distribute *Handout 13: Planning an Inspirational Message Worksheet*. Allow participants twenty minutes to plan a five-minute talk that communicates an inspiring message to the community. Explain that when people plan the message they want to communicate, they can present their ideas more clearly. Refer participants to the vision statements they created in Activity 3–1 to help them plan their messages.

Optional Session 2: Deliver Inspirational Messages

5. Before the first speaker begins, review *Handout 12: Guidelines for Communicating the Head Start Vision* and use it as a feedback form for each speaker. Have participants deliver their five-minute speeches, one by one.

   The trainer and the participants should complete one feedback form for each speaker, indicating with a check mark each guideline element they observed in the speech. After each speech, collect the feedback forms and give them to the speaker.

Summarize

6. Summarize the activity by asking participants to explain the importance of communicating the Head Start vision to their community. Discuss ways for participants to communicate their messages to the community.

Activity 3–4: Inspiring Others

Purpose: In this activity, participants will practice ways to communicate their program's vision so they can inspire others to embrace it.

Materials:

Chart paper, markers
Handout 12: Guidelines for Communicating the Head Start Vision
Handout 13: Planning an Inspirational Message Worksheet

Coach Preparation Notes:

To prepare for this workshop, ask participants to do the following:

- Bring the vision statements they prepared in Activity 3–2
- Bring something to the session that has greatly inspired them and influenced their thinking and behavior, such as a poem or a speech. (If participants heard an inspiring speech but do not have a copy of it, they should be prepared to discuss its content and the person who delivered it.)

Optional Presentation Schedule

This activity can be presented in two sessions. If a two-session schedule is selected, use Session 1 to draft an inspirational message and use Session 2 to practice delivering that message.

Optional Session 1: Introduce the Activity

1. Ask the participants to share the inspirational object they brought to the workshop. Tell them to explain why it is inspirational.

Analyze Inspirational Speakers

2. Refer to the Background Information under *Inspiring Others*. Emphasize that leaders inspire others by communicating their visions so many people can relate to them. They are able to convince others that many people will benefit when the vision is achieved.

   Ask participants to think of a speaker who inspired them. Ask, *Why was this speaker so inspiring*? Possible answers could include the following:

   - *He painted a vivid picture.*
   - *Her examples were familiar. I could relate to them.*

- *He talked about traditional values.*
- *She appealed to everyone—different parts of the country, all ages, both sexes, major religions.*
- *Her emotion and passion were evident. She spoke with conviction about her dream.*

Discuss Elements of Effective Communication

3. Refer to the Background Information under *Inspiring Others, Acting as Change Agents,* and *Taking Risks*. Emphasize that leaders articulate how other members of the community benefit when the Head Start vision is achieved. Leaders can be change agents and foster community partnerships when they talk about Head Start. Explain that leaders can schedule one-on-one meetings with community leaders to deliver an inspirational message. In addition, leaders can give presentations at meetings and fundraisers.

   Using *Handout 12: Guidelines for Communicating the Head Start Vision*, discuss ways to organize and deliver an inspirational message.

Draft Inspirational Message

4. Distribute *Handout 13: Planning an Inspirational Message Worksheet.* Allow participants twenty minutes to plan a five-minute talk that communicates an inspiring message to the community. Explain that when people plan the message they want to communicate, they can present their ideas more clearly. Refer participants to the vision statements they created in Activity 3–2 to help them plan their messages.

Optional Session 2: Deliver Inspirational Message

5. Have participants deliver their five-minute speeches. Using *Handout 12: Guidelines for Communicating the Head Start Vision* and *Handout 13: Planning an Inspirational Message Worksheet*, discuss the strengths of each speech. Ask participants for suggestions on ways to improve their speeches.

Summarize

6. Summarize the activity by asking participants to explain the importance of communicating the Head Start vision to the local community. Discuss ways for participants to communicate their messages to the community.

Activity 3–5: Forging Community Partnerships

Purpose: In this activity, participants will use a scenario to identify strategies they can use to promote community partnerships.

Materials:

Chart paper, markers
Handout 2: Professional Development Plan
Handout 14: The Great Strides Initiative
Copies of Section 1304.41 of the Head Start Program Performance Standards, **Community Partnerships**, Section (a) *Partnerships*

Trainer Preparation Notes:

To prepare for this workshop, list the following phrases on chart paper:

- *Take an active role in community planning to encourage strong communication, cooperation, and the sharing of information*
- *Take affirmative steps to establish ongoing collaborative relationships with community organizations*
- *Perform outreach to encourage volunteers from the community to participate*
- *Develop interagency agreements with local education agencies*

Introduce Activity

1. On chart paper, display the following phrases from the Head Start Program Performance Standards:
    - *Take an active role in community planning to encourage strong communication, cooperation, and the sharing of information*
    - *Take affirmative steps to establish ongoing collaborative relationships with community organizations*
    - *Perform outreach to encourage volunteers from the community to participate*
    - *Develop interagency agreements with local education agencies*

Ask participants about the significance of these statements. Ask, *Do you know the source of these statements? What do these statements mean to you as a Head Start leader? How do the performance standards support your leadership role in the community?* Explain that forming partnerships often requires leaders to use innovative approaches to reach out to the community in new ways.

Read the Scenario

2. Explain that *Handout 14: The Great Strides Initiative* describes what a Head Start director and other program leaders achieved when they worked with their community to improve the delivery of services. After reading the achievements of these leaders, ask participants to think about the activities that the leaders in this program must have accomplished to achieve these results. Have participants read the scenario to themselves and, pretending to be the Head Start director for the program in the scenario, answer the questions on Handout 14.

Discuss Scenario in Groups

3. Instruct participants to form small groups and answer the questions at the end of the scenario.

Discuss Community Partnerships

4. Conclude the activity by distributing copies of Section 1304.41 from the Head Start Program Performance Standards. Refer to the phrases on the chart paper. Ask participants to locate the complete statements containing each phrase in the Head Start Program Performance Standards [Section 1304.41(1), (2), (3), and (4)]. Find at least one statement in the performance standards that supports your role as a leader in the community. Lead a group discussion to answer the following questions:

   - *What innovative strategies can I use to enhance our existing community partnerships in this area?*
   - *What innovative strategies can I use to develop new community partnerships in this area?*
   - *What supports my leadership role in the community?*

Conclude

5. Ask participants to use *Handout 2: Professional Development Plan* to identify at least one activity that can help them enhance or develop community partnerships.

Activity 3–6: Reflecting on How to Achieve Community Partnerships

Purpose: In this activity, participants will identify strategies that they can use to promote community partnerships.

Materials:

Chart paper, markers
Handout 15: Community Partnerships Action Plan
Copies of Section 1304.41 of the Head Start Program Performance Standards, **Community Partnerships**, Section (a) *Partnerships*

Coach Preparation Notes:

To prepare for this coaching session, list the following phrases on chart paper:

- *Take an active role in community planning to encourage strong communication, cooperation, and the sharing of information*
- *Take affirmative steps to establish ongoing collaborative relationships with community organizations*
- *Perform outreach to encourage volunteers from the community to participate*
- *Develop interagency agreements with local education agencies*

Introduce Activity

1. On chart paper, display the following phrases from the performance standards. Ask participants what they know about these phrases.
    - *Take an active role in community planning to encourage strong communication, cooperation, and the sharing of information*
    - *Take affirmative steps to establish ongoing collaborative relationships with community organizations*
    - *Perform outreach to encourage volunteers from the community to participate*
    - *Develop interagency agreements with local education agencies*

Review Performance Standards

2. Distribute copies of Section 1304.41 from the Head Start Program Performance Standards. Refer to the phrases on the chart paper. Ask participants to locate the complete statements containing each phrase in the Head Start Program Performance Standards [Section 1304.41 (1), (2), (3), and (4)]. Lead a group discussion to answer the question: *What do these standards mean to you as a Head Start Leader?*

Discuss Examples of Current Community Partnerships

3. Ask participants for examples of how their program is currently achieving each of the standards listed. Record their responses on chart paper.

Identify New Approaches for Community Partnerships

4. Ask participants to record each phrase from the performance standards on a sheet of paper. For each standard, help them brainstorm answers to the following questions:

   - *What innovative strategies can I use to enhance our existing community partnerships in this area?*
   - *What innovative strategies can I use to develop new community partnerships in this area?*
   - *What supports my leadership role in the community?*

Complete Action Plan

5. Ask participants to review the strategies they listed in Step 4 for each performance standard. Then ask them to select one strategy from each list, for a total of four strategies. Using *Handout 15: Community Partnerships Action Plan*, help participants identify the steps they will need to follow to complete their goals. Arrange a series of follow-up meetings to discuss their success.

Summarize

6. Emphasize that developing community partnerships is essential for improving the delivery of services to Head Start children and families. Assure participants that they are equipped for the task.

Next Steps: Ideas to Extend Practice

Participants working independently or with other staff can build on the skills developed through this guide by completing the following activities. Participants can use their Leadership Journals for some of the activities.

- Local agencies continuously develop multiyear and short-term program goals. They also create financial objectives that address the community assessment findings and the agency's vision for quality programming.

  For this activity, have participants work with staff and parents in a visioning process. They should consider their program goals and the findings from their community assessment. They should also think about the level of program quality. This reflection often begins with one's dreams or visions of the perfect program.

  Participants should inform staff and parents either during a meeting or through written communication that they want to hear about each person's dream for the ideal program. The dreams or visions should be short descriptions that respond to the following:

  — What would our Head Start program be like if we had all the funding we needed, all the staff we needed, all the time we needed to do wonderful things as we strive to exceed our program's goals and meet all the needs of the children and their families? What would our program look like if this could become a reality? Examples of how programs will answer this question include:

    1. A setting in which all children and adults have all the nurturing, nutrition, health care, shelter, education/training, and support they need to fully meet their human potential.

    2. The Head Start that our children and families get in our program ensures that they can complete their educational goals, contribute to the community at a high level, and know how and where to access information and services that will enhance every aspect of their lives.

    3. Every family's self-sufficiency is enhanced through interaction within the community; Head Start parents realize full employment with good pay rates, a high quality of life, and access to their choice of health services and affordable, convenient, and attractive housing.

Working with staff and parents, participants use the information from these sessions to revise the vision statements developed in Activity 3–1 and Activity 3–2.

- As part of an effort to build community awareness about Head Start and the children and families in the program, Head Start leaders can plan special events to extend the Head Start message. Some of these special events could be:

    1. An open house with the mayor, governor, or a congressional representative as the guest of honor. (Such an event could serve as an opportunity for Head Start to publicize issues facing low-income children and families in your community.)

    2. A health fair co-sponsored with the health department, mental health providers, hospitals, service providers for the disabled, and professional associations of nurses, doctors, and pediatricians.

    3. A speech to civic groups about program needs and ways they can help low-income children and families. (Groups such as the chamber of commerce, Optimist, Rotary, and Sertoma are interested in serving the community, as are church groups and the Junior League. In most communities, these civic groups welcome volunteer speakers at their luncheon or evening meetings.)

    4. A Head Start exhibit at the local library or a government agency to describe the services your program provides.

- Head Start leaders must continuously share the Head Start message with their community. Ask participants to work with the appropriate individuals in their program to discuss a strategy for addressing specific issues confronting the children and families in their community. Examples may include welfare reform, transition, child care funding, and training. Once a strategy is confirmed, participants can schedule appointments with community leaders to share their vision for the Head Start program. Participants can schedule one-on-one meetings with community leaders or give presentations to groups. Before making a presentation, participants can refer to the inspirational messages they wrote in Activity 3–3 or Activity 3–4 and to *Handout 12: Guidelines for Communicating the Head Start Vision.* Tell participants to use *Handout 13: Planning an Inspirational Message Worksheet* to prepare a message that meets the needs of the audience.

- Some leaders may be interested in marketing their programs to build material, financial, or resource support in the community. If so, they should develop a marketing plan and a marketing kit to answer any questions that may be asked. The marketing plan could be developed with the assistance of the S.C.O.R.E. (Service Corps of Retired Executives) chapter in your community. An effective way to market the program is to make appointments with business, educational, and governmental leaders and to review the items you want them to support.

  When creating a marketing kit, leaders should consider developing or including the following documents that can be given to prospective collaborators:

  — The vision and mission of the agency/Head Start program.

  — A brochure describing the Head Start program goals and services.

  — A listing of partnerships the program has with community institutions and organizations.

  — A statement of needs that profiles the current needs of the community. (This information may be obtained from the most recent community assessment.)

  — A wish list outlining specific requests for materials, equipment, services, or financial contributions.

  Remember that most benefactors enjoy receiving recognition for their contributions. Find ways to publicize financial supporters if they are receptive to it.

Handout 12: Guidelines for Communicating the Head Start Vision

Organize Your Communication:

- Gain the attention of the audience at the beginning. Use icebreakers—a story, an anecdote, a picture, or a poem—for an effective opening.
- Explain the purpose of your message.
- Present the main points clearly.
- Use examples that people can relate to when you emphasize the main points.
- Conclude by summarizing the main points and telling the audience what you would like to happen next.

Connect with the Audience:

- Appeal to common beliefs.
- Talk about traditional values.
- Communicate expressively.
- Be positive and helpful.
- Use *We* instead of *I*.
- Speak with emotion and passion.
- Show personal conviction about your message.

Handout 13: Planning an Inspirational Message Worksheet

Define Purpose
The purpose of this message is to . . .

Analyze the Audience
The issues that interest the audience are . . .

The issues/values/beliefs that I have in common with the audience are . . .

Determine Points to Emphasize
The main ideas I want to communicate are . . .

Give Examples
Examples I will use to support each main idea are . . .

Close with Impact
I will close my message by saying . . .

Identify Visuals/Materials to Include
I will prepare/assemble the following visuals and handouts to support my purpose . . .

Handout 14: The Great Strides Initiative

The Great Strides Initiative began two years ago as a collaborative venture between the Head Start program; several local child development programs, both private for profit and nonprofit; the state health department; and the chamber of commerce. The project grew from the vision of the Head Start director who wanted the community to offer child and family development programs that would meet the highest standards for quality and service. The components of the Great Strides Initiative include:

1. Full-day, full-year child development programs for all children in the community, ages birth through twelve.

2. Affordable sick child care supervised by a pediatric nurse practitioner.

3. A network of child care centers and family day care providers that receive continual training, support, and guidance so families have a range of affordable choices to meet their needs.

4. A "one-stop shopping" center where parents can obtain medical and dental services; transportation services; child care arrangements that suit their needs; WIC services; employment and skills training; and information about a range of services such as mental health providers, nutritional information, community programs, and support groups.

5. A child and family development resource center that is staffed by community volunteers and lends free books, videotapes, and learning tools designed for parents and child care providers.

6. A communitywide training and certification program for all early care providers. (Ongoing training on various topics and support groups for providers already exist.)

The Great Strides Initiative is supported by a combination of federal and state funds, including Head Start, city, and county funding, and contributions from community business organizations. The local campus of the state university also participates in the research and training aspects of the initiative. The agency that sponsors Head Start administers the project, and it is headquartered in the facility that houses the Early Head Start center.

The community is very proud of the project, and Head Start program leaders have had numerous requests to address state and national conventions of business, government, and child care organizations to discuss how the project was created and why it is so successful.

Local businesses are always eager to sponsor special events such as health fairs or provide free training workshops and special educational materials.

Other significant outcomes are effective mobilization of the child care community, resulting in cohesiveness and dedication to the highest level of service for all children and families. All the providers feel united under the Great Strides Initiative.

Handout 14: The Great Strides Initiative (Continued)

The center directors also note improved staff performance and job satisfaction because staff now have additional training and feel empowered in their work.

The Great Strides Initiative is a vivid example of dreaming a dream, sharing that dream, and shaping it into a collaborative project that continually assesses and responds to the needs of the community, early care professionals, and the children and their families. It is an example of the power of partnerships, with Head Start grounded at the center of more than a dozen partners.

Imagine that you are the director of the Head Start program in this case scenario. Four years ago, your program was operating with minimal support from the community. You were so involved with managing daily activities that you simply could not find the time to take on any additional responsibilities. At that time, the only outreach activities you attended were occasional meetings and conferences sponsored by the health department and an annual chamber of commerce event.

However, just about four years ago, you decided to take a more active role in communicating with the community. Your goal was to make the vision for your Head Start program a reality—to establish collaborative relationships with community organizations and, thereby, give families better access to the services they need. Suddenly, you found yourself being a risk-taker, using many innovative strategies to gain community support. Progress was slow at first. But the end result—the Great Strides Initiative—was the reward.

Take some time to reflect on what you did to achieve these successful partnerships.

1. ***What did you do at the very beginning to become involved in community planning so you could encourage cooperation and the sharing of information?***

2. ***What steps did you take to establish ongoing, collaborative partnerships with community organizations?***

3. ***What did you do to encourage volunteers from the community to participate in the Great Strides Initiative?***

4. ***What advice would you give to leaders who feel uncomfortable about becoming more involved with community organizations?***

Handout 15: Community Partnerships Action Plan

Goal: Take an active role in community planning to encourage communication, cooperation, and the sharing of information.

Action Step:

Complete by:

Action Step:

Complete by:

Action Step:

Complete by:

Action Step:

Complete by:

Action Step:

Complete by:

Action Step:

Complete by:

Handout 15: Community Partnerships Action Plan (Continued)

Goal: **Take affirmative steps to establish ongoing, collaborative relationships with community organizations.**

Action Step:

Complete by:

Action Step:

Complete by:

Action Step:

Complete by:

Action Step:

Complete by:

Action Step:

Complete by:

Action Step:

Complete by:

Handout 15: Community Partnerships Action Plan (Continued)

Goal: Perform outreach to encourage volunteers from the community to participate in Early Head Start and Head Start Programs.

Action Step:

Complete by:

Action Step:

Complete by:

Action Step:

Complete by:

Action Step:

Complete by:

Action Step:

Complete by:

Action Step:

Complete by:

Handout 15: Community Partnerships Action Plan (Continued)

Goal: Develop interagency agreements with local educational agencies.

Action Step:

Complete by:

Action Step:

Complete by:

Action Step:

Complete by:

Action Step:

Complete by:

Action Step:

Complete by:

Action Step:

Complete by:

Continuing Professional Development

Head Start staff can use the following activities throughout the year to complement and build on the skills developed in this guide.

Individual, Self-Guided Activities

- Identify individuals who display the leadership skills and behaviors that you listed on your Professional Development Plan. Observe these leaders, meet with them to discuss their strategies, and share ideas on how they use the skills and behaviors you are developing.

- Each week, schedule time to focus on your leadership development. Use this time to reflect on patterns, trends, and opportunities for achieving your leadership vision. Document and chart those trends and opportunities in your Leadership Journal. Each week, add at least one activity that will move you closer to achieving your vision for the program, the community, and yourself. Each month, evaluate the amount of time you spent on leadership activities and what you have accomplished.

- Join a speakers' organization, such as Toastmasters International, to enhance your communication skills. Toastmasters International is a nonprofit organization that provides its members with a variety of communication and leadership experiences. There are more than 8,000 Toastmasters clubs internationally, with members coming from various occupations and backgrounds. A typical club consists of 20 to 30 people who regularly attend meetings. These meetings offer the following activities:

  - Opportunities to give both impromptu and prepared speeches
  - An evaluation session that provides each speaker with feedback regarding the strengths of the speech and areas to improve
  - A short business session that enables members to practice parliamentary procedure

  For information about Toastmasters clubs in your community, contact:

  Toastmasters International
  P.O. Box 9052
  Mission Viejo, CA 92690
  Phone: 714–858–8255
  Web site: http://www.toastmasters.org

Continuing Professional Development

Group Activities

- Perform the following activities to develop a comprehensive training plan for staff and parents. Review the Head Start Program Performance Standards. Using the performance standards as a reference, work with program members to identify the leadership knowledge, skills, and behaviors that they must master to effectively perform their assigned functions. Next, ask program members to review their lists of knowledge, skills, and behaviors and to suggest training activities that will help them improve in these areas.

  Use this information and any program data you have to answer the following questions:

  — How can staff and parents use these leadership skills, behaviors, and knowledge in their day-to-day activities?

  — How can I encourage program members to apply these skills and behaviors?

  — How can I motivate staff and parents to develop the leadership skills needed to continuously improve our program?

- Arrange leadership training seminars for parents in the community. Collaborate with other service agencies to provide free information, referral, and training for parents. These seminars can help parents develop advocacy skills; learn more about federal, state, and local laws that affect their children; and form support groups based on their needs. To obtain information about federal, state, and local parent leadership organizations, contact:

  The National Parent Information Network (NPIN)
  ERIC Clearinghouse on Elementary and
  Early Childhood Education
  University of Illinois
  805 West Pennsylvania Avenue
  Urbana, IL 61801–4897
  E-mail: rothenbe@uiuc.edu
  Website: http://ericps.ed.uiuc.edu/npin

Continuing Professional Development

Professional Organizations

Many organizations offer leadership development programs that specialize in training and experiential learning activities. The following organizations provide hands-on workshops, residential training programs, and leadership publications and resources:

Greenleaf Center for Servant Leadership
921 East Eighty-Sixth Street
Suite 200
Indianapolis, IN 46240

Johnson & Johnson Head Start Fellows Program
The John E. Anderson Graduate School
of Management at UCLA
Suite 2381
405 Hilgard Avenue
Los Angeles, CA 90024–1464

Leadership Development Program
Center for Creative Leadership
P.O. Box 26300
Greensboro, NC 27438

National Head Start Association Academy
1651 Prince Street
Alexandria, VA 22314

Pecos River LEAD
Pecos River Learning Center
7600 Executive Drive
Eden Prairie, NM 55344

Continuing Education

To learn more about leadership, marketing, organizational development, and managing organizational change, contact the admissions offices of four- or two-year community colleges. Many colleges offer these courses as part of a degree program or as part of their continuing education/adult education divisions.

Resources

Books and Manuals

American National Red Cross. *Volunteer Recruitment Strategies.* Washington, DC: American Red Cross, 1990.

This manual was developed by the Volunteer Communications Campaign Committee in response to the *Volunteer 2000 Study*, which was completed by the National Office of Volunteers in 1989. The study reported on trends that affect the availability, recruitment, and management of volunteers at local Red Cross units. The manual provides large and small Red Cross units with clear, simple strategies for reaching target audiences. In the manual, the Communications Campaign Committee discusses a plan and suggests target groups for successful volunteer campaigns. For each target group, strategies are listed for assessing the environment, research results are reviewed, and useful volunteer information from other sources is provided. The final sections of the manual discuss culturally diverse groups and the value and strength gained from using a diverse population of volunteers.

Bellm, D., Whitebook, M., and Hnatiuk, P. *The Early Childhood Mentoring Curriculum: A Handbook for Mentors* and *Trainer's Guide.* Washington, DC: National Center for the Early Childhood Work Force, 1997.

This two-volume set of handbooks contains comprehensive tools for mentors and trainers in early child care and family care programs. The set consists of a trainer's guide and a handbook for mentors, and includes activity sheets, handouts, and supplementary readings. The topics covered by the two volumes include the goals and principles of mentoring programs, best methods for peer coaching and other mentoring skills, building strong mentor/protégé relationships, respecting diversity in early childhood settings, and the role of mentors as leaders and advocates for quality early care and education.

Bennis, Warren. *On Becoming a Leader.* Reading, MA: Addison-Wesley, 1989.

Bennis says that most people have the capacity for leadership if they are willing to embark on an important journey of self-discovery and understanding. The book examines the key factors for creating successful leadership in the future and discusses how organizations can help their members become leaders.

Resources

Bennis, Warren, and Burt Nanus. *Leaders: The Strategies for Taking Charge.* New York, NY: Harper and Row, 1985.

Based on analyses of ninety top leaders from all walks of life, *Leaders* shows that today's best leaders have developed their skills and taught themselves the competencies of leadership. The authors reveal four major strategies that leaders must learn to be effective: (1) attention through vision, (2) meaning through communication, (3) trust through positioning, and (4) deployment of self.

Block, Peter. *Stewardship: Choosing Service over Self-Interest.* San Francisco, CA: Berrett-Koehler Publishers, Inc., 1993.

The concept of stewardship means that organizations undertake a far-reaching redistribution of power, purpose, and wealth. The organizations practicing stewardship replace the traditional management tools of control and consistency with partnerships and choices at all levels.

Block, Peter. *The Empowered Manager: Positive Political Skills at Work.* San Francisco, CA: Jossey-Bass, Inc., 1987.

The Empowered Manager has two audiences. First, it was written for executives who run organizations and struggle with the dilemma of how to create and leave behind an organization they personally believe in. The book is also written for middle managers who need ideas and practical ways to support the belief that people have some control over their destinies.

Burke, Mary Ann, and Carl Liljenstolpe. *Recruiting Volunteers, A Guide for Non-profits.* Menlo Park, CA: Crisp Publication, Inc., 1992.

This publication was developed for nonprofit organizations that depend on volunteers and for community volunteer organizations (for example, schools, civic groups, and so on). *Recruiting Volunteers* discusses the importance of planning for volunteer recruitment and provides a model for developing a successful volunteer program. Designed in a *self-paced* format, the guide helps individuals define the value of volunteers, evaluate their roles, and develop programs for effectively using them.

Covey, Stephen R. *Principle-Centered Leadership.* New York, NY: Summit Books, 1990, 1991.

This book describes four basic levels or *principles* effective leaders need to practice. These principles involve a potential leader's relationship with himself, his relationship with others, the level of responsibility necessary to get things done, and the need to organize others (that is, hiring, training, building teams and systems, solving problems, etc.). Dr. Covey provides models and examples for the reader as he describes eight general characteristics of principle-centered leaders: a continuous learning process; a quality service orientation; a positive, high energy level; belief in the strengths and contributions of others; balance between personal and work lives; an adventurous outlook; high productivity and creativity; and a total, holistic exercise program for self-renewal. The book uses the four principles to provide strategies that help leaders answer such challenging questions as*: How do you have a culture characterized by change, flexibility, and continuous improvement and maintain a sense of stability and security?*

Covey, Stephen R. *The Seven Habits of Highly Effective People.* New York, NY: Simon and Schuster, 1989.

The author presents a holistic, integrated, principle-centered approach for solving personal and professional problems. Covey reveals a step-by-step pathway for living with fairness, integrity, honesty, and human dignity.

***Creating a 21st Century Head Start: Final Report of the Advisory Committee on Head Start Quality and Expansion.* Washington, DC: U.S. Department of Health and Human Services, 1993.**

The committee found that Head Start can be proud of many successes, yet it still needs to address existing quality problems and refocus on meeting the challenges of a new age. Recommendations encompass three broad principles: ensure that every program strives for **excellence**, expand the number and scope of services, and forge partnerships with key community and state institutions.

DePree, Max. ***Leadership Is an Art.*** **New York, NY: Dell Publishing, 1989.**

The author says that he has written a book of ideas rather than practices. It is about the art of leadership—liberating people to do what is required of them in the most effective and human way possible. This book is a very insightful collection of thoughts from the chief executive officer of Herman Miller, Inc., the furniture maker that was named one of *Fortune Magazine*'s ten *best managed* and *most innovative* companies.

Fenichel, Emily. ***Learning through Supervision and Mentorship to Support the Development of Infants, Toddlers, and their Families: A Source Book.*** **Arlington, VA: Zero to Three, 1992.**

Supervision and mentorship are important elements in the training of early childhood education staff and family practitioners. This sourcebook is a compilation of eighteen workgroup papers that previously appeared in *Zero to Three*, the Bulletin of the National Center for Infant Clinical Programs. The papers are presented under four headings: I, Findings and Recommendations of Zero to Three/National Center for Clinical Infant Supervision and Mentorship to Support the Development of Infants, Toddlers, and their Families; II, Supervision and Mentorship of Students; III, Supervision and Mentorship of Infant/Family Practitioners; and IV, Issues for Supervisors and Program Directors.

Topics covered include essential features of supervision and mentorship in infant/family training and practice; overcoming obstacles to reflective supervision and mentorship; passing on the process; scenes from supervision; and supervision and management of programs serving infants, toddlers, and their families. The book also includes an appendix of a qualitative study of early intervention in Maryland and a 50-item bibliography.

Goffin, Stacie G., and Joan Lombardi. ***Speaking Out: Early Childhood Advocacy.*** **Washington, DC: National Association for the Education of Young Children, 1988.**

Advocacy in Head Start involves making changes to improve the lives of children and their families. However, not everyone feels he or she can be an advocate or make a difference. Often, being an advocate is something felt, lived, and learned from continually dealing with parents, administrators, legislators, and so on. The objective of this book is to help individuals understand what advocacy for children is.

Goffin and Lombardi guide readers so they can see themselves as advocates. This resource suggests techniques to select issues, gain support, and join with others in the process and cause of early childhood advocacy.

Hart, Lois Borland. ***Learning from Conflict, A Handbook for Trainers and Group Leaders.*** **King of Prussia, PA: Organization Design and Development, Inc., 1989.**

This book is a collection of experiential learning materials published by Organization Design and Development, Inc., which publishes and distributes materials for human resource development professionals and managers. This book presents two critical themes regarding conflict. First, conflict is a normal, predictable social event in any organization. Second, conflict must be dealt with in a useful, effective manner that enables individuals to learn from others. Through brief lecture material and experiential activities, the book shows that conflict can be productive.

Heider, John. ***The Tao of Leadership: Leadership Strategies for a New Age.*** **New York, NY: Bantam Books, 1985.**

The author adapted his work from Lao Tzu's *Tao Te Ching*, which translates as the *Book of How Things Work*. This pocketsize book contains eighty-one passages for leaders to contemplate, including *The Leader's Teachers*, *Being Oneself*, and *The Leader's Integrity*.

Heim, Pat, and Elwood N. Chapman. ***Learning to Lead, An Action Plan for Success.*** **Menlo Park, CA: Crisp Publication, Inc., 1990.**

This book provides a brief review of management abilities and focuses on effective leadership characteristics and skills. The author recognizes that before becoming strong leaders, individuals must first have a solid foundation of management skills. Through a combination of short, self-paced reading segments and a variety of activities, this book helps individuals understand and analyze the following leadership topics: determining leadership potential, developing leadership power sources, developing a vision, making decisions, and taking more risks. The last section in this book provides assessment tools, check lists, and a sample development plan.

Kagan, Sharon L., and Barbara T. Bowman, Ed. ***Leadership in Early Care and Education.*** **Washington, DC: National Association for the Education of Young Children, 1997.**

This volume examines current understanding about leadership and explores future possibilities for its development. It focuses on leadership development within the field of early care and education (for example, family child care, for-profit and nonprofit center-based care, Head Start, and school-based early childhood education). The volume emphasizes that real leadership is not necessarily synonymous with job title or job function—that is, that many people, regardless of their titles, exert profound leadership in the field. A diverse group of leaders contributed to this volume.

Kanter, Rosabeth Moss. ***When Giants Learn to Dance: Mastering the Challenges of Strategy, Management, and Careers in the 1990s.*** **New York, NY: Simon and Schuster, 1989.**

This publication shows how companies can restructure to achieve flexibility, focused planning, and the steady management needed for long-term growth. The author demonstrates why the traditional hierarchical organization can no longer keep pace with constant change.

Kanter, Rosabeth Moss. ***The Change Masters: Innovation for Productivity in the American Corporation.*** **New York, NY: Simon and Schuster, 1983.**

Dr. Kanter says that the key to an American corporate renaissance is the development of *participation management* skills and environments that promote the full use of new ideas that start within the corporation itself. By encouraging innovation and enterprise, managers can empower people to act on their ideas.

Kotter, John. ***A Force for Change: How Leadership Differs from Management.*** **New York, NY: The Free Press, 1990.**

Many organizations today are overmanaged and underled because their chief executive officers do not have a clear understanding of leadership and what it can accomplish. Without such a vision, even the most capable people have great difficulty leading effectively and creating cultures that help others lead.

Resources

Kouzes, James M., and Barry Z. Posner. *Credibility: How Leaders Gain and Lose It, Why People Demand It.* San Francisco, CA: Jossey-Bass, Inc., 1993.

The authors show how leaders can encourage greater initiative, risk taking, and productivity by demonstrating trust in employees and resolving conflicts on the basis of principles, not positions. They identify six keys to effective leadership: (1) discovering yourself, (2) appreciating constituents and their diversity, (3) affirming shared values, (4) developing capacity, (5) serving a purpose, and (6) sustaining hope.

Kouzes, James M., and Barry Z. Posner. *The Leadership Challenge: How to Get Extraordinary Things Done in Organizations.* San Francisco, CA: Jossey-Bass, Inc., 1987.

The authors show that leadership encompasses a set of practices that anyone can master. They describe five basic practices that managers at all levels can learn and use: challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart.

Mandel, Steve. *Effective Presentation Skills, A Practical Guide for Better Speaking.* Menlo Park, CA: Crisp Publication, Inc., 1987.

Making effective presentations has always been a priority for leaders. This book offers guidelines for preparing and delivering an effective speech. It presents a variety of strategies and tips that help the reader make a clear, confident, lively, and convincing presentation. Topics include assessing skills, dealing with anxiety, planning the presentation, organizing the presentation, developing and using visual aids, preparing for the presentation, and delivering the presentation.

Manning, Marilyn. *Leadership Skills for Women: Achieving Impact as a Manager.* Menlo Park, CA: Crisp Publication, Inc., 1989.

This book shows women how to use their unique talents and feminine strengths to become the best leaders possible, both on the job and in their personal lives.

Resources

National Head Start Association. ***NHSA Ideas Booklet: Tell the Head Start Story*****. Alexandria, VA: National Head Start Association, 1997.**

This book was designed to provide ideas and strategies for conducting a comprehensive marketing and public relations program that will increase awareness, communication, and support for a Head Start program. Each section is organized in a step-by-step format with specific tasks and helpful tips. The reader is provided information on the following marketing and public relations topics: planning a marketing campaign, producing a media campaign, developing marketing materials to accomplish the goals and objectives of a Head Start program, working with elected officials to influence Head Start legislation, raising community awareness in Head Start, and promoting *National Head Start Awareness Month*.

National Head Start Association. ***Head Start Success Stories: Accounts of Personal Achievements*****. Alexandria, VA: National Head Start Association, 1995.**

The National Head Start Association, with the assistance of the Head Start centers, has compiled a collection of success stories from programs across the country. More than 400 stories are told by Head Start graduates, parents, and staff members. This enlightening booklet also includes 126 personal Head Start testimonials.

National Immunization Office, Centers for Disease Control and Prevention. ***National Infant Immunization Week: A National Observance April 20–26, 1997*****. Atlanta, GA: Centers for Disease Control and Prevention, 1996.**

Developed by the National Immunization Office, this promotional resource contains many useful ideas for promoting National Infant Immunization Week at the community level.

Robert, Marc. *Managing Conflict from the Inside Out.* San Diego, CA: University Associates, Inc., 1982.

The author of this book emphasizes that interpersonal conflict is best managed by those who have a clear sense of themselves, their relationships, and their levels of communication with others. *Managing Conflict from the Inside Out* presents the following belief structures: we must become increasingly familiar with how others perceive us and how we usually deal with conflict; basic styles of managing conflict fit different individuals at different times; some conflict can be productive; and managing conflict effectively requires training and lots of practice.

Shea, Gordon F. *Mentoring, Helping Employees Reach Their Full Potential.* New York, NY: American Management Association Membership Publications Division, 1994.

Gordon Shea presents clear, practical information and guidelines for effective mentoring. This book discusses the advantages of mentoring for the employee and the organization. The author emphasizes a new, information-age approach. He says that effective mentor programs incorporate the following themes: they are one-on-one and very personal; they encourage listening, caring, and other forms of involvement between mentors and trainees; and they help individuals manage the negative forces at work or in society.

U.S. Department of Health and Human Services, Administration on Children, Youth, and Families, Head Start Bureau. *Multicultural Principles for Head Start Programs, 1992.* Washington, DC, 1992.

This Head Start Bureau publication outlines and describes the ten multicultural principles that are a result of two years of research by the Head Start Multicultural Task Force. These principles apply to all Head Start service areas, to children with special needs, and to the administration of the program.

Resources

Vestal, Anita, and JoAn Knight Herren. *Manager's Notebook.* College Park, MD: Head Start Resource and Training Center, University of Maryland, University College, 1985.

This book is a compilation of three articles: "A Look at Leadership," "Motivation and Morale," and "Managerial Negotiations." The topics are balanced with theoretical perspective and practical application examples.

Articles

Barth, Roland S. "The Leader as Learner." *Education Week.* Vol. 16, No. 23, March 5, 1997.

The author of this article maintains that the most important responsibility of every educational leader is to promote human learning. This process begins with leaders investing in their own education. The author also reviews the barriers and roadblocks that stand between educational leaders and "their own steep learning curves" and highlights the conditions that enable leaders to overcome the many roadblocks to their own learning.

Education Week
P.O. Box 2083
Marion, OH 43305
Website: http://www.edweek.org

Bloom, Paula Jorde, and Donna Rafanello. "The Professional Development of Early Childhood Center Directors: Key Elements of Effective Training Models." Paper presented at the National Association of Early Childhood Teacher Educators Preconference Session at the Annual Meeting of the NAEYC National Institute for Early Childhood Professional Development (Chicago, IL, June 2–5, 1994). (Eric Document #373914)

The authors of this conference paper maintain that training for early childhood center directors should involve experiences that are coherent and connect in a logical or cumulative fashion. They also suggest that twelve key elements can serve as a framework for planning professional development training experiences for center directors. Training should (1) address the management and leadership functions of the director's role, (2) be based on participants' perceived needs, (3) be problem centered and site specific, (4) focus on the director as an agent of change, (5) emphasize a systems perspective, (6) meet the needs of working professionals, (7) promote the professional advancement of participants, (8) promote participation that reflects the ethnic and cultural diversity of the field, (9) include follow-up, (10) promote cross-training in the field, (11) promote active learning, and (12) promote collegiality and networking.

Bloom, Paula Jorde, et al. "Leadership Style Assessment Tool." ***Child Care Information Exchange.*** **September–October, 1991.**

The authors of this article maintain that a center director's leadership style is a powerful factor that influences organizational effectiveness. The article contains an assessment tool that directors can distribute to their staff as a means to evaluate their leadership style and performance.

Foster-Jorgensen, Karen A. "Your Quality Journey: The Next Five Steps." ***Early Childhood News.*** **Vol. 7, May–June, 1995.**

This article examines the role of effective leadership in implementing a quality early childhood program. The author suggests that through the leader's work, quality performance is supported and staff feel connected to their co-workers and the quality of the improvement process. The article includes several helpful strategies for empowering personnel, building a risk-giving environment, and embracing continuous improvement.

Geber, Beverly. "From Manager into Coach." ***Training.*** **February, 1992.**

Self-directed teams need coaches, not managers. This article presents some of the challenges involved in turning *hands-on managers* into *hands-off advisers.*

Kagan, Sharon L. "Leadership: Rethinking It—Making It Happen." ***Young Children.*** **Vol. 49, No. 5, July, 1994.**

This article reviews many definitions and theories of leadership and suggests that traditional leadership thinking may not be appropriate to early childhood. The author emphasizes that shared leadership is important in early childhood settings and suggests that early childhood pedagogy and practice can contribute to the critical discussion of leadership and leadership development.

Kurtz, Robert R. "Stabilizer, Catalyst, Troubleshooter, or Visionary—Which Are You?" ***Child Care Information Exchange.*** **January–February, 1991.**

This article explains the conceptualization of leadership styles. The author describes how this conceptualization affects administrative tasks and functions and child care directors.

Resources

Neugebauer, Roger, et al. "Guide to Successful Fundraising." *The Best of Exchange, Reprint Collection 6.* Redwood, WA: Exchange Press, Inc., 1990.

This book highlights articles about fundraising in early childhood education which have appeared in *Child Care Information Exchange.*

Neugebauer, Roger, et al. "On-Target Marketing: Promotion Strategies for Child Care Centers." *The Best of Exchange, Reprint Collection 4.* Redwood, WA: Exchange Press, Inc., 1990.

This collection highlights articles about marketing in early childhood education that have appeared in *Child Care Information Exchange.* It also contains an alphabetized index of these articles, topically arranged, indicating the month and year of publication.

Rosener, Judy B. "Ways Women Lead." *Harvard Business Review.* November–December, 1990.

Women managers who have broken the glass ceiling in nontraditional organizations have proved that effective leaders do not come from one mold. This article describes some leadership behaviors that women leaders exhibit.

Senge, Peter M. "The Leader's New Work: Building Learning Organizations." *Sloan Management Review Reprint Series.* Vol. 32, No. 1, Fall, 1990.

The author examines how to build organizations that encourage continuous learning and the kind of person who can best lead the learning organization. The author begins to chart new territory, describing new roles, skills, and tools for leaders who want to develop learning organizations.

Woffard, Joan. "Know Thyself—The Key to Improving Your Leadership Style." *Child Care Information Exchange, Reprint 5.* Redmond, WA: Exchange Press, Inc., 1990.

How leaders behave with other people is partly determined by a set of interpersonal reflexes that the leaders have learned along the course of their lives and bring with them to the moment of interaction.

Magazines/Journals

Educational Leadership: The Association for Supervision and Curriculum Development Magazine. **Alexandria, VA: Association for Supervision and Curriculum Development.**

Published eight times a year, September through May, this magazine contains a variety of viewpoints on issues confronting the educational community. Although this magazine is intended primarily for leaders in elementary, middle, and secondary education, it is for anyone interested in curriculum, instruction, supervision, and leadership. To obtain subscription information, contact the editorial office: 703-549-9110.

Executive Excellence: The Magazine of Leadership Development, Managerial Effectiveness, and Organizational Productivity. **Provo, UT: Executive Excellence Publishing.**

Edited by Stephen Covey and Kenneth Shelton, this monthly publication offers background information about personal and organizational growth and development. The magazine reviews current trends in and insights into personal and organizational leadership. Article topics include culture and diversity, leadership, service excellence, reinventing organizations, vision, and change.

Journal of Teacher Education. **Des Moines, IA: Drake University.**

Published five times a year, this journal publishes articles that contribute to teacher education and development. Article topics include diversity, leadership, and gender issues.

Internet/ World Wide Web Sites

Child Welfare League of America
http://www.handsnet.org/cwla

The Child Welfare League of America is an association of nearly 1,000 public and private nonprofit organizations that assist millions of children and families. The organization advocates on Capitol Hill to promote federal laws and policies that strengthen child welfare services, support accreditation and success in meeting national standards, and improve leadership in child welfare services through consultation, training sessions, and conferences. It also provides professional publications, periodicals, videos, and state-of-the-art training materials.

Resources

Early Childhood Educator's and Family Web Corner
http://www.nauticom.net/www/cokids/index.html

This Website contains resources about early childhood education and provides links to related sites. Articles posted on the site focus on themes that interest early childhood educators and families with young children, and they cover the following topics: advocacy, health and nutrition, parenting, safety, special education, and professional development.

Early Childhood Leadership Bulletin Board
http://www.nbcdi.org/clbb.html

The Early Childhood Leadership Bulletin Board was developed to provide African American early childhood education students and professionals with information that can enhance their upward mobility in the field. Resource information includes educational programs, scholarships and fellowships, networking opportunities, and professional development.

National Child Care Information Center
http://ericps.ed.uiuc.edu/nccic/nccichome.html

The National Child Care Information Center (NCCIC) was established to enhance and promote child care linkages and to help support quality, comprehensive services for children and families. The NCCIC Website contains bimonthly newsletters, listings of child care organizations, descriptions of projects related to child care, publications, and links to other resources.

ISBN 0-16-042726-6
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